



PROFESSIONAL EXPERIENCE REPORT- EARLY PLACEMENT

Name of Teacher Education Student (TES)							
Student Number							
Course		Subject Name					
Name of School							
Name of Supervising Teacher (ST)							
Dates of Placement							
Start Date		Finish date			Total Days Completed		
EPT Subject							
If Primary School Placement: Class/Stage Taught		Stage 1		Stage 2		Stage 3	
		For K	Year 1	Year 2	Year 3	Year 4	Year 5
If Secondary School Placement Stage/s Taught		Stage 4		Stage 5		Stage 6	
Teaching Area/Subjects Taught							
Please tick confirming TES has completed the required number of days as recorded on InPlace							

This report is to document a shared understanding of a TES's progress during their professional experience placement. The report should be written following a process of professional conversation structured around the three domains of the *Australian Professional Standards for Teachers: Professional Knowledge, Professional Practice and Professional Engagement*. These conversations will include the TES and ST and may include other school and university staff.

The report has 3 purposes.

1. It is an educative document designed to assist pre-service teachers to improve their teaching practice.
2. It is an assessment document used by the University as part of unit requirements.
3. It is used for employment and accreditation purposes.

Formal assessment to be undertaken by the Supervising Teacher:

A TES's progress towards achievement of the Australian Professional Standards of Teaching is to be:

- 1) reviewed at Mid-Placement in the Final Professional Experience Report; and
- 2) assessed at the completion of the placement in the Final Professional Experience Report, as:

ND	Not Demonstrated	WT	Working Towards	D	Demonstrated	E	Exceeds Expectations
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Review at Mid-Placement:

At the mid-point of the placement, the ST is asked to engage in a collaborative review of progress to date with reference to the descriptors detailed in the Final Professional Experience Report. This review serves to identify demonstrated strengths and areas for further development during the remaining placement.

Mid-Placement Review completed on

No significant concerns identified OR Significant concerns identified

If significant concerns identified, the University Liaison Officer was notified on

Final Professional Experience Report

At the conclusion of the placement, the ST is asked to review the progress of the TES against the descriptors detailed in the final columns labelled Final Report.

If any descriptors are not able to be demonstrated owing to factors outside of the TES's control, an explanation is required as part of the Summary Comment section below each Standard.



PROFESSIONAL KNOWLEDGE	Mid-Placement Review				Final Report			
STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN	ND	WT	D	E	ND	WT	D	E
<p>1.1.1 Physical, social, and intellectual development, and characteristics of students. Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner • Identifies achievable learning goals for students • Demonstrates a developing awareness of differences in students' learning styles and needs • Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching 								
<p>1.2.1 Understand how students learn. Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Identifies current research into how students learn and the implications for teaching 								
<p>1.3.1 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds. Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Shows an awareness of the need to differentiate teaching strategies based on student diversity • Is aware that schools have programs and policies relating to inclusivity • Begins to incorporate global issues into lessons and unit planning • Displays cultural sensitivity 								
<p>1.4.1 Strategies for teaching Aboriginal and Torres Strait Islander students. Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds 								



PROFESSIONAL KNOWLEDGE	Mid-Placement Review				Final Report			
STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN	ND	WT	D	E	ND	WT	D	E
<p>1.5.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities. Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Is aware of the need to differentiate teaching to meet the different learning needs of all students • Develops lessons that meet the different needs of all students 								
<p>1.6.1 Strategies to support full participation of students with disability. Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Is aware of and discusses disability legislative requirements • Discusses how the learning needs of students with different disabilities could be met • Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities • Complies with disability legislative requirements • Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities 								

Comment on teacher education student's knowledge of students and how they learn



PROFESSIONAL KNOWLEDGE	Mid-Placement Review				Final Report			
	ND	WT	D	E	ND	WT	D	E
<p style="text-align: center;">STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT</p>								
<p>2.1.1 Content and teaching strategies of the teaching area. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Clearly articulates and accurately explains the content of the lesson Accurately answers content-related questions from students Explores teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context 								
<p>2.2.1 Content selection and organisation. Organise content into an effective learning and teaching sequence.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Plans individual lessons clearly and logically Demonstrates a developing ability to deliver content within a coherent, well-sequenced teaching and learning program 								
<p>2.3.1 Curriculum, assessment and reporting. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Uses the school program as a basis for designing effective lesson plans and assessment of learning Accesses information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly 								
<p>2.4.1 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions 								
<p>2.5.1 Literacy and numeracy strategies. Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy achievement Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' numeracy achievement 								



PROFESSIONAL KNOWLEDGE	Mid-Placement Review				Final Report			
STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT	ND	WT	D	E	ND	WT	D	E
<p>2.6.1 Information and Communication Technology (ICT). Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful • Can incorporate ICT resources into lessons to enhance students' learning 								
<p>Comment on teacher education student's knowledge of content and how to teach it</p>								



PROFESSIONAL PRACTICE	Mid-Placement Review				Final Report			
STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	WT	D	E	ND	WT	D	E
<p>3.1.1 Establish challenging learning goals. Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs Reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students 								
<p>3.2.1 Plan, structure and sequence learning programs. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Writes lesson plans detailing objectives/outcomes, content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher Seeks to match learning outcomes, content and teaching strategies to class level in consultation with the supervising teacher Reflects with their supervising teacher on lesson planning and student learning Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans Takes into account the supervising teacher’s feedback in relation to content and student management to plan future student learning 								
<p>3.3.1 Use teaching strategies. Include a range of teaching strategies.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Plans and incorporates a range of teaching strategies Includes a basic range of teaching strategies 								
<p>3.4.1 Select and use resources. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students’ learning Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the supervising teacher 								



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STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	WT	D	E	ND	WT	D	E
<p>3.5.1 Use effective classroom communication. Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Uses effective oral and written communication skills, including the promotion of standard Australian English • Implements the use of vocabulary and metalanguage to develop conceptual understanding • Employs a range of questioning techniques such as open/closed questioning • Begins to acknowledge and develop student responses in an inclusive manner • Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • Demonstrates and models non-verbal forms of communication, in consultation with the supervising teacher 								
<p>3.6.1 Evaluate and improve teaching programs. Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (eg observational data) • Develops a range of strategies to cater for the diverse range of learners within the class • Accesses assessment criteria in consultation with the supervising teacher • Reflects on lessons to inform future planning and to improve pedagogy • Describes broad strategies that can be used to evaluate teaching to improve student learning 								
<p>3.7.1 Engage parents/carers in the educative process. Describe a broad range of strategies for involving parents/carers in the educative process.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Communicates effectively with parents/carers in the classroom • Consults with the supervising teacher in order to understand school–home connections (eg the school homework policy) • In consultation with the supervising teacher, draws on established school partnerships and local resources to enhance learning significance • Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities • Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers • Describes strategies for involving parents/carers in the educative process 								
<p>Comment on teacher education student's planning and implementing of effective teaching and learning</p>								



PROFESSIONAL PRACTICE	Mid-Placement Review				Final Report			
STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	ND	WT	D	E	ND	WT	D	E
<p>4.1.1 Support student participation. Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Discusses strategies with the classroom teacher • Communicates value and respect for students as individuals and learners • Trials and reflects upon the success of strategies to support student engagement 								
<p>4.2.1 Manage classroom activities. Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Has learnt and uses students' names • Records observations and discusses classroom routines • Records observations and discusses techniques that teachers use to support student time spent on learning tasks • Trials and reflects upon the implementation of classroom management strategies 								
<p>4.3.1 Manage challenging behaviour. Demonstrate knowledge of practical approaches to manage challenging behaviour.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Remains calm and fair • Discusses student management techniques that are appropriate and consistently applied • Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches • Understands the need to establish and work within an identifiable welfare/classroom management system 								
<p>4.4.1 Manage student safety. Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Trials and reflects upon practices for student well-being after discussion with the supervising teacher 								



PROFESSIONAL PRACTICE	Mid-Placement Review				Final Report			
STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	ND	WT	D	E	ND	WT	D	E
<p>4.5.1 Use ICT safely, responsibly and ethically. Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Discusses strategies which promote safe, responsible and ethical use of ICT in teaching and learning (e.g. awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law) 								
<p>Comment on teacher education student's creating and maintaining supportive and safe learning environments</p>								

PROFESSIONAL PRACTICE	Mid-Placement Review				Final Report			
STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	ND	WT	D	E	ND	WT	D	E
<p>5.1.1 Assess student learning. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher Records and uses assessment information informally (e.g. observations of student learning and/or work samples) to monitor student learning 								



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STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	ND	WT	D	E	ND	WT	D	E
<p>5.2.1 Provide feedback to students on their learning. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Gives constructive and purposeful feedback to students about their learning progress • Provides appropriate encouragement to students 								
<p>5.3.1 Make consistent and comparable judgements. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Collaborates in producing assessment plans, tasks, marking criteria and marking rubrics • Develops from their supervising teacher an understanding about school or system assessment and moderation policies 								
<p>5.4.1 Interpret student data. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Considers the types of evidence required to effectively evaluate student learning • Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher 								
<p>5.5.1 Report on student achievement. Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Discusses student achievement with the supervising teacher • Is familiar with the school's reporting procedures and policies 								



Comment on teacher education student's assessing, providing feedback and reporting on student learning

PROFESSIONAL ENGAGEMENT	Mid-Placement Review				Final Report			
STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	ND	WT	D	E	ND	WT	D	E
<p>6.1.1 Identify and plan professional learning needs. Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</p> <p align="center">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice • Engages in self-reflection about aspects of professional knowledge, practice and engagement • Identifies personal learning goals in relation to the standards 								
<p>6.2.1 Engage in professional learning and improve practice. Understand the relevant and appropriate sources of professional learning for teachers.</p> <p align="center">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Seeks opportunity within the school for professional learning through discussions with staff • Attends professional meetings 								
<p>6.3.1 Engage with colleagues and improve practice. Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p> <p align="center">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Sets short-term teaching goals in discussion with their supervising teacher • Receives constructive feedback in a positive and professional manner • Acts promptly in applying feedback to improve teaching practices 								



PROFESSIONAL ENGAGEMENT	Mid-Placement Review				Final Report			
STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	ND	WT	D	E	ND	WT	D	E
<p>6.4.1 Apply professional learning and improve student learning. Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</p> <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources • Reflects on own teaching and seeks advice on ways to develop professionally and improve performance 								
<p>Comment on teacher education student’s engagement in professional learning</p>								

PROFESSIONAL ENGAGEMENT	Mid-Placement Review				Final Report			
STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	ND	WT	D	E	ND	WT	D	E
<p>7.1.1 Meet professional ethics and responsibilities. Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Behaves ethically and respects the confidentiality of student and school information • Communicates effectively and interacts professionally with colleagues • Reflects on personal and professional ethical practice 								



PROFESSIONAL ENGAGEMENT	Mid-Placement Review				Final Report			
STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEGAUES, PARENTS/CARERS AND THE COMMUNITY	ND	WT	D	E	ND	WT	D	E
<p>7.2.1 Comply with legislative, administrative and organisational requirements. Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies • Describes relevant legislative, administrative and organisational policies and processes 								
<p>7.3.1 Engage with the parents/carers. Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Employs appropriate and respectful professional communication with school staff, visitors, parents and carers • Describes strategies for working effectively with parents/carers 								
<p>7.4.1 Engage with professional teaching networks and broader communities. Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p> <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Shows willingness to participate with school staff in a range of activities • Describes how external professionals and community representatives can help to enhance teachers' knowledge and practice 								
<p>Comment on teacher education student's engagement with colleagues, parents/carers and the community</p>								



SUMMARY COMMENT

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FINAL GRADE

Satisfactory (SY)		Unsatisfactory (US)	
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	Name	Signature
Teacher Education Student		
Supervising Teacher		
Principal		

