|  |  |
| --- | --- |
|  | Professional Experience Practice Report Developing and Caring for Early Learners (TCHE2634) |

The students do not need to meet all requirements in this report, however we would expect them to be working toward achieving those key indicators highlighted in green.

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-service teacher Name**  |  | **Dates of Professional Experience** | From \_\_\_\_/\_\_\_\_\_/\_\_\_\_To\_\_\_\_/\_\_\_\_\_/\_\_\_\_ |
| **Pre-service teacher RMIT Student No.** |  | **Children Age range**  |  |
| **Early Childhood Setting** |  | **No. of Days at Placement** |  |
| **Mentor Name** |  | **Mentor Contact details** |  |

|  |  |
| --- | --- |
| **work effectively with children**  | **Evaluation**  |
| **Key Indicators**  | **Developing****☐** | **Achieved****☐** | **Excelling****☐** | **Not Observed****☐**  |
| Forms effective relationships with children in their care.  |  |  |  |  |
| Uses appropriate language and body language to communicate with children in each developmental stage. |  |  |  |  |
| **SUPPORTING COMMENTS:**  |
| **work together with children and families to provide an effective program**  | **Evaluation** |
| **Key Indicators**  |  **Developing****☐** |  **Achieved****☐**  | **Excelling****☐**  | **Not Observed****☐** |
| Communicates with children and their families in an open manner in agreement with centre policy. L.O: 1.2 |  |  |  |  |
| Demonstrates an awareness of children’s social and emotional needs. L.O: 1.2. |  |  |  |  |
| **SUPPORTING COMMENTS:**  |

|  |  |
| --- | --- |
| **design appropriate experiences based on an understanding of children’s developmental stages** | **Evaluation** |
| **Key Indicators**  |  **Developing****☐** | **Achieved** **☐**  | **Excelling****☐**  | **Not Observed****☐** |
| Evidence of theoretical knowledge underpinning developmental observations, interpretations and design of experiences. L.O: 1.1, 1.2,1.3. |  |  |  |  |
| **SUPPORTING COMMENTS:**  |
| **design and implement weekly and daily scheduling for infants or toddlers or pre-school children that promote their wellbeing**  | **Evaluation** |
| **Key Indicators**  | **Developing** **☐**  | **Achieved****☐**  | **Excelling** **☐**  | **Not Observed****☐** |
| Evidence of thoughtful planning of daily events to promote agency, levels of choice and wellbeing of children in their care.  |  |  |  |  |
| Plans for children’s needs by listening to children needs based on noticing recognising and responding to infants/toddlers learning. L.O: 1.5, 4.1, 4.2. |  |  |  |  |
| **SUPPORTING COMMENTS:**  |
| **Implement a play curriculum for the children** | **Evaluation** |
| **Key Indicators**  |  **Developing****☐** |  **Achieved****☐**  | **Excelling** **☐**  | **Not Observed****☐** |
| Produces a range of ideas to incorporate play into the current learning environment. L.O:5.4. |  |  |  |  |
| **SUPPORTING COMMENTS:**  |
| **evaluate and reflect on implemented experiences**  | **Evaluation** |
| **Key Indicators**  |  **Developing****☐**  |  **Achieved****☐**  | **Excelling****☐**  | **Not Observed****☐** |
| Evidence of thoughtful reflection and evaluation on dialogue , linking to theoretical understandings when appropriate. L.O: 1.2,4.2. |  |  |  |  |
| **SUPPORTING COMMENTS:**  |
| **Apply Knowledge of importance of children’s musical abilities to support pedagogical practice** | **Evaluation** |
| **Key Indicators**  | **Developing****☐** |  **Achieved****☐**  | **Excelling****☐**  | **Not Observed****☐** |
| Design age and level appropriate musical activities. *For example: singing at spontaneous or planned moments with individual children, or helping children move in response to music such as rocking, bouncing or clapping. L.O: 1.1,1.2.* |  |  |  |  |
| Pedagogical practice incorporates musical activities that are based on appropriate theoretical knowledge.*For example: scaffolding by singing a song related to the children’s activity, or facilitating wellbeing by using music to calm or move.* |  |  |  |  |
| **SUPPORTING COMMENTS:**  |
| **Identify and evaluate a range of strategies to support expressive activities for children**  | **Evaluation** |
| **Key Indicators**  |  **Developing****☐** | **Achieved****☐**  | **Excelling****☐**  | **Not Observed****☐** |
| Uses a range of teaching strategies when preparing art experiences for children *For example: introducing children to materials such as crayons, paintbrushes, paper, dough, or exploring visual images, colour, light and shadow*. |  |  |  |  |
| Listens to children and plan for participatory learning.*For example: activities that allow the child to explore what materials can do.* |  |  |  |  |
| **SUPPORTING COMMENTS:**  |
| **use effective skills to encourage enthusiasm for books in an early childhood context** | **Evaluation** |
| **Key Indicators**  | **Developing****☐**  | **Achieved****☐**  | **Excelling****☐**  | **Not Observed****☐** |
| Uses skills such as; voice, singing, movement, instruments, stories, pictures, books, puppets, props and play areas to encourage awareness and interest in books. |  |  |  |  |
| **SUPPORTING COMMENTS:**  |
| **Critically reflects on the importance of physical activity for the sensory motor child and plans accordingly**  | **Evaluation** |
| **Key Indicators**  | **Developing****☐**  | **Achieved****☐**  |  **Excelling****☐**  | **Not Observed****☐** |
| Produces reflections on current use of outdoor space.  |  |  |  |  |
| Suggests ideas to implement an outdoor program to promote physical development and a relationship with the natural world.*For example: Assist children to observe and experience nature, set up equipment appropriately for the development of the child* |  |  |  |  |
| **SUPPORTING COMMENTS:**  |
| **plan and implement enjoyable routines that promote relationships with young children.**  | **Evaluation** |
| **Key Indicators**  | **Developing****☐** | **Achieved****☐**  | **Excelling****☐**  | **Not Observed****☐** |
| Able to interact effectively during necessary routine events.Example: engage in discussion or song during routines, support child to participate in routines, respect the child’s opinion when appropriate. L.O;1.2,1.5,4.1,4.2  |  |  |  |  |
| **SUPPORTING COMMENTS:**  |

|  |
| --- |
| **OVERALL RATING:** What is your overall assessment of this pre-service teacher?**Please mark the appropriate box****Meets Expectations ☐ Does not meet Expectations ☐** |
| **GENERAL COMMENTS:**  |
|  |
|  **Pre-Service Teacher Signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   Date\_\_\_\_\_\_\_\_\_\_\_  |
| I confirm that the above student has followed centre ethical guidelines and protocols concerning the information gathered for completing their course assignment.**Supervising Teacher Signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date\_\_\_\_\_\_\_\_\_\_\_ |
| Please provide A COPY OF THIS COMPLETED REPORT to the Pre-Service TeacherPreservice teachers must upload a copy of the report to InPlace and Canvas |