**Professional Experience Report - Novice**

**TCHE2605 Introduction to Teaching (observation placement)**

This report template provides a mechanism for reporting on preservice teachers’ (PST) development while completing the professional experience components of their initial teacher education program (ITE).

The reporting template references the Australian Professional Standards for Teachers (APST) including highlighted descriptors most relevant to development expectations at different stages of in an ITE program.

The APSTs descriptors have been organised into five key areas within this report to support supervising teacher’s assessment and judgement of PSTs’ progress in relation to:

1. Planning for learning and teaching
2. Teaching effectively
3. Creating and maintaining supportive learning environments
4. Assessing and providing feedback for learning
5. Demonstrating professional and ethical conduct

The report has been developed as a collaboration between Victorian Universities and the Victorian Department of Education to provide a consistent reporting framework for professional experience placements.

This placement is an **OBSERVATION** placement so not all APST’s are applicable. The APST’s highlighted should be discussed with the student to establish understanding.

**Expectations**

**Supervising Teachers are expected to:**

* Engage in collaborative and reflective conversations with the PST in regard to the teaching

practice they observe

* Assess the PST’s progress using the ***highlighted***APST descriptors for the stage and provide progressive feedback to the PST on their development during the placement
* Facilitate opportunities for the PST during the placement to encounter professional learning

opportunities relevant to their development of the APSTs

* Make professional judgements about the PST’s progress towards attainment of the highlighted

APST descriptors at the completion of the placement

* Liaise with the university/provider in relation to professional experience processes and consult as

required

**Preservice Teachers are expected to:**

* Complete the report in collaboration with the supervising teacher through ongoing professional

conversations

* Work within your university processes and expectations for the placement (complete observations)
* Engage in self-reflective practice
* Participate in collaborative and reflective conversations with your supervising teacher (and/or

other school colleagues) in regard to your teaching practice

**Placement Details and Context (Completed by PST with supervising teaching teacher)**

|  |  |
| --- | --- |
| Preservice Teacher Name  (add student ID) | Click or tap here to enter text. |
| Institution of study | RMIT  University |
| Course (course name/code and year level details required) | TCHE2605 Introduction to Teaching |
| Experience level (*graduating, consolidating, novice*) | 1st Year - Novice |
| Placement dates and number of days | /5 |
| Placement context (School name and relevant elements of context) | Click or tap here to enter text. |
| Supervising Teacher’s name | Click or tap here to enter text. |
| Supervising Teacher’s contact details (email and phone number) | Click or tap here to enter text. |
| Year level(s)/methods/EC setting | Click or tap here to enter text. |
| School /Centre Contact | Click or tap here to enter text. |

**Assessment and Recommendation**

**Assessment Ratings Scale for APST Descriptors**

Supervising teachers should apply professional judgements using evidence of the PST’s demonstrated knowledge and engagement in relation to the expected APST descriptors for the stage. Given this is a 5-day observation round, PST’s should be invited to engage in reflective conversation around the highlighted APST descriptors (according to their observations) over the 5 day period. When completing this report, consideration should be given for the placement context and opportunities to encounter relevant experiences enabling the PST to demonstrate the APST. If the context does not provide the relevant opportunity the APST should be marked as Not Encountered (NE).

|  |  |
| --- | --- |
| **Assessment Scale for Descriptors** |  |
| **Exceeds (E)** | APST descriptor has been exceeded |
| **Met (M)** | APST descriptor has been met |
| **Not Met (NM)** | APST descriptor has not been met |
| **Not Encountered (NE)** | No opportunity to meet the APST descriptor |

**Recommendation for Placement Result**

|  |  |
| --- | --- |
| Recommendation |  |
| Satisfactory | Click or tap here to enter text. |
| Not Satisfactory | Click or tap here to enter text. |
| Require further discussion regarding decision | Click or tap here to enter text. |

**Section 1: Planning for learning and teaching**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *APST Descriptor* |  | *E* | *M* | *NM* | *NE* |
| *Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning* | 1.1 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate knowledge and understanding of research into how****learners****learn and the implications for teaching* | 1.2 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of****learners****across the full range of abilities* | 1.5 | ☐ | ☐ | ☐ | ☐ |
| *Set learning goals that provide achievable challenges for****learners****of varying abilities and characteristics.* | 3.1 | ☐ | ☐ | ☐ | ☐ |

**Section 2: Teaching Effectively**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | *E* | *M* | *NM* | *NE* |
| *Demonstrate* ***broad knowledge******and understanding*** *of the impact of culture, cultural identity and linguistic background on the education of***learners***from Aboriginal and Torres Strait Islander backgrounds* | 1.4 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area* | 2.1 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate* ***broad knowledge*** *of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.* | 2.4 | ☐ | ☐ | ☐ | ☐ |
| *Include a range of teaching strategies.* | 3.3 | ☐ | ☐ | ☐ | ☐ |

**Section 3: Creating and Maintaining Supportive Learning Environments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | *E* | *M* | *NM* | *NE* |
| ***Demonstrate the capacity*** *to organise***classroom activities***and provide clear directions.* | 4.2 | ☐ | ☐ | ☐ | ☐ |
| ***Describe strategies*** *that support students’ wellbeing and safety working within***learning context*s****and/or system, curriculum and legislative requirements.* | 4.4 | ☐ | ☐ | ☐ | ☐ |
| *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* | 4.5 | ☐ | ☐ | ☐ | ☐ |

**Section 4: Assessing and Providing Feedback for Learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *None in this section* |  | *E* | *M* | *NM* | *NE* |

**Section 5: Demonstrating Professional and Ethical Conduct**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | *E* | *M* | *NM* | *NE* |
| *Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.* | 6.1 | ☐ | ☐ | ☐ | ☐ |
| *Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.* | 6.3 | ☐ | ☐ | ☐ | ☐ |
| *Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.* | 7.1 | ☐ | ☐ | ☐ | ☐ |
| *Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to***school/learning setting***stage.* | 7.2 | ☐ | ☐ | ☐ | ☐ |

**Section 6: Interim Feedback and Professional Conversation**

* A midpoint/interim conversation between the supervising teacher and PST has taken place
* Midpoint/interim reflection template has been completed by the supervising teacher and PST **if the**

**PST is at risk of not passing the placement.**

|  |
| --- |
| **Preservice Teacher***summary of mid-point feedback* |
| **Click or tap here to enter text.** |

|  |
| --- |
| **Supervising Teacher***summary of mid-point feedback* |
| **Click or tap here to enter text.** |

**Section 7: Final Assessment Result**

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| **Provide feedback and relevant details for final assessment result** |
| **Click or tap here to enter text.** |

**Section 8: Signatures**

|  |  |  |
| --- | --- | --- |
| **Preservice Teacher** | **Supervising Teacher(s)** |  |
| *Please click or tap to insert signature* | *Please click or tap to insert signature* |  |
| **Click or tap to enter a date.** | **Click or tap to enter a date.** |  |