**Professional Experience Report for Graduating Preservice Teachers**

**TCHE2608 – Graduate Futures inc GTPA**

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.

**Expectations**

**Supervising Teachers are expected to:**

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

practice

* Assess the PST’s progress using the 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 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
* 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 | Click or tap here to enter text. |
| Student ID | Click or tap here to enter text. |
| Institution of study | RMIT University |
| Course (course name/code) | TCHE2608 – Graduate Futures |
| Experience level (*graduating, consolidating, novice*) | 2nd Year – Graduating |
| Placement dates | \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_ |
| Number of placement days | /25 |
| School name | 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 | Click or tap here to enter text. |
| School 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, practice, and engagement in relation to the expected APST descriptors for the stage.

Consideration should be given for the placement context and opportunities to encounter relevant experiences enabling the PST to demonstrate the APST.

|  |  |
| --- | --- |
| **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 |

**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 of teaching strategies that are responsive to the learning strengths and needs of****learners****from diverse linguistic, cultural, religious and socioeconomic backgrounds* | 1.3 | ☐ | ☐ | ☐ | ☐ |
| *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 | ☐ | ☐ | ☐ | ☐ |
| *Organise content into an effective learning and teaching sequence.* | 2.2 | ☐ | ☐ | ☐ | ☐ |
| *Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and****lesson plans****.* | 2.3 | ☐ | ☐ | ☐ | ☐ |
| *Know and understand literacy and numeracy teaching strategies and their application in teaching areas.* | 2.5 | ☐ | ☐ | ☐ | ☐ |
| *Set learning goals that provide achievable challenges for****learners****of varying abilities and characteristics.* | 3.1 | ☐ | ☐ | ☐ | ☐ |
| *Plan****lesson****sequences using knowledge of****learners’****learning, content and effective teaching strategies.* | 3.2 | ☐ | ☐ | ☐ | ☐ |

**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 | ☐ | ☐ | ☐ | ☐ |
| *Implement teaching strategies for using ICT to expand curriculum learning opportunities for***learners***.* | 2.6 | ☐ | ☐ | ☐ | ☐ |
| *Include a range of teaching strategies.* | 3.3 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate knowledge of a range of resources, including ICT, that engage****learners****in their learning.* | 3.4 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate a range of verbal and non-verbal communication strategies to support***learner***engagement.* | 3.5 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve***learners’***learning* | 3.6 | ☐ | ☐ | ☐ | ☐ |
| *Describe a broad range of strategies for involving parents/carers in the educative process.* | 3.7 | ☐ | ☐ | ☐ | ☐ |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | *E* | *M* | *NM* | *NE* |
| *Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of***learners***with disability.* | 1.6 | ☐ | ☐ | ☐ | ☐ |
| *Identify strategies to support inclusive student participation and engagement in***classroom activities***.* | 4.1 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate the capacity to organise***classroom activities***and provide clear directions.* | 4.2 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate knowledge of practical approaches to manage challenging behaviour.* | 4.3 | ☐ | ☐ | ☐ | ☐ |
| *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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | *E* | *M* | *NM* | *NE* |
| *Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess***learners’***learning.* | 5.1 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate an understanding of the purpose of providing timely and appropriate feedback to***learners***about their learning.* | 5.2 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of***learners’***learning.* | 5.3 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate the capacity to interpret***learner***assessment data to evaluate***learners’***learning and modify teaching practice.* | 5.4 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate understanding of a range of strategies for reporting to***learners***and parents/carers and the purpose of keeping accurate and reliable records of***learner***achievement.* | 5.5 | ☐ | ☐ | ☐ | ☐ |

**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 | ☐ | ☐ | ☐ | ☐ |
| *Understand the relevant and appropriate sources of professional learning for teachers.* | 6.2 | ☐ | ☐ | ☐ | ☐ |
| *Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.* | 6.3 | ☐ | ☐ | ☐ | ☐ |
| *Demonstrate an understanding of the rationale for continued professional learning and the implications for improved***learners’***learning.* | 6.4 | ☐ | ☐ | ☐ | ☐ |
| *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 | ☐ | ☐ | ☐ | ☐ |
| *Understand strategies for working effectively, sensitively and confidentially with parents/carers* | 7.3 | ☐ | ☐ | ☐ | ☐ |
| *Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.* | 7.4 | ☐ | ☐ | ☐ | ☐ |

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

* A midpoint/interim conversation between the supervising teacher and PST has taken place
* YES ☐  / NO ☐

|  |
| --- |
| **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**

**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. |

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

|  |
| --- |
| **Reflection on placement by the preservice teacher** |
|  |

**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.** |  |

Please provide the Preservice Teacher with a completed copy of this report in order for them to upload to Canvas & InPlace