# ooxWord://word/media/image156.binPROFESSIONAL EXPERIENCE REPORT

# TCHE2687 (25 day 3-5 year olds placement)

***Becoming an Early Years Professional***

*Please refer to the TCHE2687 Placement overview to inform the completion of this report*

|  |  |  |  |
| --- | --- | --- | --- |
| Pre-service Teacher |  | Student ID | s |
| Early Childhood Setting |  | Children Age Range/s |  |
| Mentor Teacher |  | Mentor Teacher Contact |  |
| Dates of Professional Experience | From \_\_\_\_\_ / \_\_\_\_\_ /\_\_\_\_\_To \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ | No of days at placement |  |

|  |  |
| --- | --- |
| **WORK EFFECTIVELY WITH CHILDREN** | **EVALUATION****Please note these categories reflect indigenous descriptions.** **Gammon = Unsatisfactory****Ordinary = Satisfactory****Deadly = Exceeding expectations** |
| **Key Indicators** | **Gammon** | **Ordinary** | **Deadly** |
| Forms effective relationships with infants/toddlers/ young children in their care that are respectful and reciprocal  |  |  |  |
| Uses effective verbal and non-verbal language to communicate with infants/toddlers and young children that respond to their cues in dialogues  |  |  |  |
| **SUPPORTING COMMENTS:** |
| **WORK TOGETHER WITH CHILDREN AND FAMILIES TO PROVIDE AN EFFECTIVE PROGRAM** | **EVALUATION** |
| **Key Indicators** | **Gammon** | **Ordinary** | **Deadly** |
| Communicates with infant/toddlers/young children and their families in an open manner in agreement with centre policy  |  |  |  |
| Demonstrates an awareness of children’s social and emotional needs  |  |  |  |
| Uses an increasingly complex set of positive guidance strategies to support effective relationships and conflict management  |  |  |  |
| Communicates and collaborates effectively and ethically with diverse communities and external stakeholders in the best interests of young learners  |  |  |  |
| **SUPPORTING COMMENTS:** |
| **DESIGN APPROPRIATE EXPEREIENCES BASED ON AN UNDERSTANDING OF CHILDREN’S DEVELOPMENTAL STAGES** | **EVALUATION** |
| **Key Indicators** | **Gammon** | **Ordinary** | **Deadly** |
| Evidence of applied theoretical knowledge underpinning developmental observations, interpretations and design of learning experiences  |  |  |  |
| Writes meaningful learning stories for infants/ toddlers/young children that offer appropriate ‘next steps’ for learning and curriculum implementation  |  |  |  |
| **SUPPORTING COMMENTS:** |
| **DESIGN AND IMPLEMENT WEEKLY AND DAILY SCHEDULING FOR INFANTS OR TODDLERS OR YOUNG CHILDREN THAT PROMOTE THEIR WELLBEING** | **EVALUATION** |
| **Key Indicators** | **Gammon** | **Ordinary** | **Deadly** |
| Evidence of thoughtful curriculum planning to promote agency, levels of choice, exploration, inquiry and wellbeing of children in their care  |  |  |  |
| **SUPPORTING COMMENTS:** |
| **IMPLEMENT A PLAY CURRICULUM FOR THE CHILDREN** | **EVALUATION** |
| **Key Indicators** | **Gammon** | **Ordinary** | **Deadly** |
| Produces a range of ideas to engage children in learning through play  |  |  |  |
| **SUPPORTING COMMENTS:** |
| **EVALUATE AND REFLECT ON IMPLEMENTED EXPERIENCES** | **EVALUATION** |
| **Key Indicators** | **Gammon** | **Ordinary** | **Deadly** |
| Evidence of thoughtful reflection and evaluation on implemented experiences, linking to theoretical understandings when appropriate) |  |  |  |
| **SUPPORTING COMMENTS:** |
| **ABILITY TO SUPPORT PEDAGOGICAL PRACTICE** | **EVALUATION** |
| **Key Indicators** | **Gammon** | **Ordinary** | **Deadly** |
| Critically reflect on and apply effective pedagogical and assessment approaches that enable infants, toddlers and young children’s ‘belonging, being and becoming’ as curriculum partners  |  |  |  |
| Utilises appropriate digital technologies to support children’s learning  |  |  |  |
| **SUPPORTING COMMENTS:** |
| **IDENTIFY AND EVALUATE A RANGE OF STRATEGIES TO SUPPORT EXPRESSIVE ACTIVITIES FOR CHILDREN** | **EVALUATION** |
| **Key Indicators** | **Gammon** | **Ordinary** | **Deadly** |
| Uses a range of teaching strategies to facilitation learning e.g.; scaffolding, facilitating etc |  |  |  |
| Listens to children and plans for participatory learning  |  |  |  |
| Demonstates inclusive pedagogical practices  |  |  |  |
| **SUPPORTING COMMENTS:** |
| **EARLY CHILDHOOD CONTEXT** | **EVALUATION** |
| **Key Indicators** | **Gammon** | **Ordinary** | **Deadly** |
| Demonstrate an applied understanding of literacy and numeracy learning for infants/toddlers/young children  |  |  |  |
| Able to plan and implement effective pedagogies during routine events  |  |  |  |
| **SUPPORTING COMMENTS:** |
| **CRITICALLY REFLECTS ON THE IMPORTANCE OF PHYSICAL ACTIVITY FOR THE SENSORY MOTOR CHILD AND PLANS ACCORDINGLY** | **EVALUATION** |
| **Key Indicators** | **Gammon** | **Ordinary** | **Deadly** |
| Demonstrates an ability to implement an outdoor program to promote physical development and to support learners to build a relationship with the natural world e.g.; assist children to observe and experience nature, set up equipment appropriately for the development of the child  |  |  |  |
| **SUPPORTING COMMENTS:** |

 

**OVERALL PROGRESS**

What is your overall assessment of this pre-ser-service teacher?

**Please mark the appropriate box**

**Has Passed placement** ☐ **Has failed placement** ☐

General Commets:

 Strengths

Areas that need improvement

**Pre-Service Teacher Signature**:

**Supervising Teacher Signature:**

**Date:**

Please provide A COPY OF THIS COMPLETED REPORT to the Pre-Service Teacher

Pre-service teachers must upload a copy of the report to InPlace and Canvas