**Professional Experience Report - Novice**

**TCHE2634 Developing and Caring for Early Learners (Birth - 35 months)**

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

1. Work effectively with children
2. Work together with children and families to provide an effective program
3. Design appropriate experiences based on an understanding of children’s developmental stages
4. Design and implement weekly and daily scheduling for children that promote their wellbeing
5. Implement a play curriculum for the children
6. Evaluate and reflect on implemented experiences
7. Apply knowledge of importance of children’s musical abilities to support pedagogical practice
8. Plan and implement enjoyable routines that promote relationships with young children.

**Expectations**

**Supervising Mentors 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 key indicators 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

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

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 early childhood colleagues) in regard to your teaching practice

**Placement Details and Context (Completed by PST with supervising 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) | TCHE2634 – Developing and Caring for Early Learners  |
| Experience level (*graduating, consolidating, novice*)  | 2nd Year - Novice  |
| Placement dates  |  \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_   |
| Number of days  |  /10 |
| Early Childhood Setting  | 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.  |
| Age range | Click or tap here to enter text.  |
| Early Childhood Centre Contact | Click or tap here to enter text.  |

**Assessment and Recommendation**

**Assessment Ratings Scale for Key Indicators**

Supervising teachers should apply professional judgements using evidence of the PST’s demonstrated knowledge, practice, and engagement in relation to the expected Key Indicators (DI) for the stage.

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

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

**Section 1: Work effectively with children**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Key Indicators* |  *E* |  *M* |  *NM* |  *NE* |
| *Forms effective relationships with children in their care* |  |  |  |  |
| *Uses appropriate language and body language to communicate with children in each development stage* |   |  |  |  |
| ***Supporting Comments:*** |   |  |  |  |
|  |  |  |  |  |

**Section 2: Work together with children and families to provide an effective program**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  *E* |  *M* |  *NM* |  *NE* |
| *Communicates with children and their families in an open manner in agreement with centre policy.* |   |  |  |  |
| *Demonstrates an awareness of children’s social and emotional needs* |  |  |  |  |
| ***Supporting Comments:*** |  |  |  |  |

**Section 3: Design appropriate experiences based on an understanding of children’s developmental stages**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  *E* |  *M* |  *NM* |  *NE* |
| *Evidence of theoretical knowledge underpinning development observations, interpretations, and design of experiences* |  |  |  |  |
| ***Supporting Comments:*** |  |  |  |  |

**Section 4: Design and implement weekly and daily scheduling for children that promote their wellbeing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  *E* |  *M* |  *NM* |  *NE* |
| *Plans for children’s needs by listening to children needs based on noticing, recognising and responding to children’s learning.* |  |  |  |  |
| ***Supporting Comments:*** |  |  |  |  |

**Section 5: Implement a play curriculum for the children**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  *E* |  *M* |  *NM* |  *NE* |
| *Produces a range of ideas to incorporate play into the current learning environment*  |   |  |  |  |
| ***Supporting Comments:*** |  |  |  |  |

**Section 6: Evaluate and reflect on implemented experiences**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  *E* |  *M* |  *NM* |  *NE* |
| *Evidence of thoughtful reflection and evaluation on dialogue, linking to theoretical understanding when appropriate* |   |  |  |  |
| ***Supporting Comments:*** |  |  |  |  |

**Section 7: Apply knowledge of importance of children’s musical abilities to support pedagogical practice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  *E* |  *M* |  *NM* |  *NE* |
| *Design age and level appropriate musical activities*  |   |  |  |  |
| ***Supporting Comments:*** |  |  |  |  |

**Section 8: Plan and implement enjoyable routines that promote relationships with young children**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  *E* |  *M* |  *NM* |  *NE* |
| *Able to interact effectively during necessary routine events.*  |   |  |  |  |
| ***Supporting Comments:*** |  |  |  |  |

**Section 9: Interim Feedback and Professional Conversation**

* A midpoint/interim conversation between the supervising teacher and PST has taken place

YES ☐  / NO ☐

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

**Section 10: 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**  |
|  **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.** |   |

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