



PROFESSIONAL EXPERIENCE REPORT- EARLYCHILDHOOD MID PLACEMENT POSSIBLE INDICATORS

The Professional Experience Report documents the teacher education student's (TES) progress towards the Australian Graduate Teacher Standards. Your assessment will be part of their formative evaluation for meeting these standards by the end of their course.

Assessment Timeline:

Mid-Placement Review (Day 10):

- Assess progress using provided indicators below.
- Use ratings: ND (Not Demonstrated), WT (Working Towards), D (Demonstrated), E (Exceeds Expectations) which are contained within the **final report**.

NOTE: This document acts as a guide for mid placement review ONLY

Final Placement Report:

- Assess each descriptor against final indicators outlined in the final report.
- Use the same rating scale as above.

Purpose:

- The mid-placement review supports TES growth and helps them achieve the full range of Graduate Teacher Standards by the end of the placement.

Your constructive feedback is essential for the TES's professional development.

PROFESSIONAL KNOWLEDGE

STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN

1.1 Physical, social, and intellectual development, and characteristics of children.

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of children and how these may affect learning.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Identifies achievable learning goals based on EYLF Outcomes
- Demonstrates a developing awareness of planning play-based learning experiences that respond to children's diverse learning abilities
- Responds to differences in children's learning styles and needs through approaches to activity planning and teaching

1.2 Understand how children learn.

Demonstrate knowledge and understanding of research into how children learn and the implications for teaching.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Identifies current research and theory about how children learn and the implications for teaching
- Observations and reflective conversations about children's learning have informed planning and evaluation of the play-based learning experiences and have research-based knowledge
- Participation in professional learning that focuses on children's learning and development.

1.3 Children with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Shows an awareness of the need to plan for learning and play based learning experiences that take account of child diversity
- Is aware that early childhood services have programs and policies relating to inclusion
- Displays cultural sensitivity through the use of resources and provisions for play based learning experiences that are inclusive of diversity

1.4 Strategies for teaching Aboriginal and Torres Strait Islander children.

Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of children from Aboriginal and Torres Strait Islander backgrounds.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Acknowledges and is respectful of diversity in children of Aboriginal and Torres Strait Islander background

1.5 Differentiate teaching to meet the specific learning needs of children across the full range of abilities. Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of children across the full range of abilities.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Is aware of the need to plan for learning and play experiences that meet the individual needs and strengths of children across the full range of abilities

PROFESSIONAL KNOWLEDGE

STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN

1.6 Strategies to support full participation of children with disability.

Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of children with disability

POSSIBLE INDICATORS OF ACHIEVEMENT

- Seeks advice from appropriate personnel to develop play-based learning experiences that support children with different disabilities
- Encourages a respectful learning environment where all children are valued and provided with equitable access to learning opportunities

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT

2.1 Content and teaching strategies of the teaching area.

Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Explores a variety of teaching and learning strategies that scaffold and extend children's learning
- Clearly articulates and accurately explains the content of the play-based learning experience

2.2 Content selection and organisation.

Organise content into an effective play-based learning experience sequence.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Plans for play based learning experiences are clear, logical and reflect the holistic nature of young children's learning
- Demonstrates a developing ability to deliver content within a coherent, well-sequenced play-based learning program

2.3 Curriculum, assessment and reporting.

Use curriculum, assessment and reporting knowledge to design play based learning sequences and experiences.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Uses the EYLF as a basis for designing effective play-based learning activity plans and assessment of learning
- Accesses information about EC documents and other resources and designs play based learning sequences

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander children and their heritage

PROFESSIONAL KNOWLEDGE

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT

2.5 Literacy and numeracy strategies.

Know and understand literacy and numeracy teaching strategies and their application in play-based learning.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Uses professional dialogue about observations and activities that show the teacher education student's knowledge, understanding and/or teaching strategies to support children's literacy achievement
- Uses professional dialogue about activity content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support children's numeracy achievement

2.6 Information and Communication Technology (ICT).

Implement teaching strategies for using ICT to expand curriculum learning opportunities for children.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Developing integration of ICT into activities to make content more meaningful
- Can incorporate ICT resources into activities to enhance children's learning

Comment on teacher education student's professional knowledge.

PROFESSIONAL PRACTICE

STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

3.1 Establish challenging learning goals.

Set learning goals that provide achievable challenges for children of varying abilities and characteristics.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Identifies clear and appropriate learning with respect to EYLF documentation and specific learning needs of children
- Reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for children

PROFESSIONAL PRACTICE

STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

3.2 Plan, structure and sequence learning programs.

Plan play based learning sequences using knowledge of children's learning, content and effective teaching strategies.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Takes into account the supervising teacher's feedback in relation to content and child behaviour to plan future child learning
- Writes activity plans detailing goals/outcomes, content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher
- Seeks to match learning goals/outcomes, content and strategies to children in consultation with the supervising teacher
- Reflects with their supervising teacher on activity planning and children's learning

3.3 Use teaching strategies.

Include a range of teaching strategies.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Plans for learning and play experiences incorporate a range of learning and teaching strategies that link to EYLF learning outcomes
- Includes a range of strategies targeted at children's interests

3.4 Select and use resources.

Demonstrate knowledge of a range of resources, including ICT, that engage children in their learning.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Shows knowledge of a range of appropriate, engaging materials and resources with the capacity to incorporate these into teaching practice to enhance children's learning
- Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in activities
- Selects current and relevant teaching resources to improve play-based activity planning in consultation with the supervising teacher

3.5 Use effective early childhood communication.

Demonstrate a range of verbal and non-verbal communication strategies to support children's engagement.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Uses grammatically acceptable and precise language
- Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the children's age
- Employs a range of questioning techniques such as open/closed questioning

3.6 Evaluate and improve teaching.

Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve children's learning.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Describes broad strategies that can be used to evaluate teaching to improve children's learning
- Reflects on learning activities to inform future planning and to improve pedagogy
- Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (e.g. observational data)
- Develops a range of strategies to cater for the diverse range of children's interests

PROFESSIONAL PRACTICE

STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

3.7 Engage parents/carers in the educative process.

Describe a broad range of strategies for involving parents/carers in the educative process.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Communicates effectively with parents/carers in the early childhood service
- Explores established structures in the service to encourage parents/carers to be involved in service activities
- Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers
- Describes strategies for involving parents/carers in the educative process

Comment on teacher education student's professional practice.

PROFESSIONAL PRACTICE

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

4.1 Support children's participation.

Identify strategies to support inclusive child participation and engagement in activities.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Discusses, trials and reflects on the success of strategies for guiding children's behaviour to support child participation in activities
- Communicates value and respect for children as individuals and learners

PROFESSIONAL PRACTICE

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

4.2 Manage play-based learning activities.

Demonstrate the capacity to organise early childhood setting activities and provide clear directions.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Records observations and discusses techniques that teachers use to support children's time spent on learning tasks and routines
- Trials and reflects upon the implementation of child behaviour strategies

4.3 Manage challenging behaviour.

Demonstrate knowledge of practical approaches to manage challenging behaviour.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Understands the need to plan or adapt the environment to support positive behaviour
- Remains calm and fair when managing challenging behaviour
- Discusses possible strategies to employed to improve behaviour management and is keen to trial different approaches

4.4 Maintain children's safety.

Describe strategies that support children's wellbeing and safety working within early childhood setting, curriculum and legislative requirements.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Discusses specific requirements for ensuring children's safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection
- Trials and reflects upon practices for children's well-being after discussion with the supervising teacher

4.5 Use ICT safely, responsibility and ethically.

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.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Discusses strategies for monitoring ICT use to ensure it is safe and purposeful

PROFESSIONAL PRACTICE

STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

5.1 Assess children's learning.

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess children's learning.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher
- Records and uses assessment information informally (e.g. observations of children's learning and/or work samples) to monitor children's learning

5.2 Provide feedback to children on their learning.

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to children about their learning.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Provides appropriate encouragement to children about their learning
- Gives constructive and purposeful feedback to children about their learning progress

5.3 Make consistent and comparable judgments.

Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of child learning.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Develops from their supervising teacher an understanding about Early Childhood or system assessment

5.4 Interpret child related data.

Demonstrate the capacity to interpret child assessment data to evaluate child learning and modify teaching practice.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Considers the types of evidence required to effectively evaluate children's learning
- Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher

5.5 Report on children's achievement.

Demonstrate understanding of a range of strategies for reporting to children and parents/carers and the purpose of keeping accurate and reliable records of child achievement.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Is familiar with the range of reporting strategies utilised in the early childhood setting to share information with children and parents/carers
- Discusses children's achievement with the supervising teacher

Comment on teacher education student's assessing, providing feedback and reporting on children's learning.

PROFESSIONAL ENGAGEMENT

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING

6.1 Identify and plan professional learning needs.

Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice
- Engages in self-reflection about aspects of professional knowledge, practice and engagement
- Identifies personal learning goals in relation to the standards

6.2 Engage in professional learning and improve practice.

Understand the relevant and appropriate sources of professional learning for teachers.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Seeks opportunity within the early childhood service for professional learning through discussions with staff or reading professional magazines/journals
- Attends professional meetings and engages with staff in professional conversations

6.3 Engage with colleagues and improve practice.

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Receives constructive feedback in a positive and professional manner
- Acts promptly in applying feedback to improve teaching practices

6.4 Apply professional learning and improve children's learning.

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved child learning.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources
- Reflects on own teaching and seeks advice on ways to develop professionally and improve performance

PROFESSIONAL ENGAGEMENT

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEGAUES, PARENTS/CARERS AND THE COMMUNITY

7.1 Meet professional ethics and responsibilities.

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Behaves ethically and respects the confidentiality of child and service information
- Communicates effectively and interacts professionally with colleagues
- Reflects on personal and professional ethical practice

7.2 Comply with legislative, administrative and organisational requirements.

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to the education setting.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Seeks out evacuation procedures and management of children's health needs e.g. dietary restrictions
- Complies with relevant legislative, administrative and organisational policies and processes

7.3 Engage with professional teaching networks and broader communities.

Understand strategies for working effectively, sensitively and confidentially with parents/carers.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Employs appropriate and respectful professional communication with staff, visitors, parents and carers
- Describes strategies for working effectively with parents/carers

7.4 Engage with Professional teaching networks and broader community.

Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

POSSIBLE INDICATORS OF ACHIEVEMENT

- Shows willingness to participate with service staff in a range of activities
- Describes how external professionals and community representatives can help to enhance Early Childhood knowledge and practice

Comment on teacher education student's professional engagement.

SUMMARY COMMENT