



PROFESSIONAL EXPERIENCE REPORT- FINAL REPORT

Name of Teacher Education Student (TES)							
Student Number							
Course		Subject Name					
Name of School							
Name of Supervising Teacher (ST)							
Dates of Placement							
Start Date		Finish Date			Total Days Completed		
EPT Subject							
If Primary School Placement: Class/Stage Taught		Stage 1		Stage 2		Stage 3	
		F or K	Year 1	Year 2	Year 3	Year 4	Year 5
If Secondary School Placement Stage/s Taught		Stage 4		Stage 5		Stage 6	
Teaching Area/Subjects Taught							
Please tick confirming TES has completed the required number of days as recorded on InPlace							

This report is to document a shared understanding of a TES's progress during their professional experience placement. The report should be written following a process of professional conversation structured around the three domains of the *Australian Professional Standards for Teachers: Professional Knowledge, Professional Practice and Professional Engagement*. These conversations will include the TES and ST and may include other school and university staff.

The report has 3 purposes.

1. It is an educative document designed to assist pre-service teachers to improve their teaching practice.
2. It is an assessment document used by the University as part of unit requirements.
3. It is used for employment and accreditation purposes.

Formal assessment to be undertaken by the Supervising Teacher:

A TES's progress towards achievement of the Australian Professional Standards of Teaching is to be:

- 1) reviewed at Mid-Placement in the Final Professional Experience Report; and
- 2) assessed at the completion of the placement in the Final Professional Experience Report, as:

ND	Not Demonstrated	D	Demonstrated	E	Exceeds Expectations
----	------------------	---	--------------	---	----------------------

Review at Mid-Placement:

At the mid-point of the placement, the ST is asked to engage in a collaborative review of progress to date with reference to the descriptors detailed in the Final Professional Experience Report. This review serves to identify demonstrated strengths and areas for further development during the remaining placement.

Mid-Placement Review completed

☐ on

No significant concerns identified

☐

OR

Significant concerns identified

☐

If significant concerns identified, the University Liaison Officer was notified on

Final Professional Experience Report

At the conclusion of the placement, the ST is asked to review the progress of the TES against the descriptors detailed in the final columns labelled Final Report.

If any descriptors are not able to be demonstrated owing to factors outside of the TES's control, an explanation is required as part of the Summary Comment section below each Standard.

PROFESSIONAL KNOWLEDGE	Mid-Placement Review			Final Report		
STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN	ND	D	E	ND	D	E
1.1.1 Physical, social, and intellectual development, and characteristics of students Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Identifies students' specific physical, social and intellectual learning needs Communicates and interacts in ways appropriate to students' development stages Makes modifications to delivery depending on students' physical, social and intellectual development Considers and makes modifications to the learning environment depending on physical, social and intellectual development Uses a variety of resources to account for the learning style and needs of students Plans differentiated work for students (modified and extension) 						
1.2.1 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Applies knowledge of current research to inform teaching strategies Applies knowledge of research on how students' skills, interests and prior achievements affect learning 						
1.3.1 Students with diverse linguistic, cultural, religious, and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Uses effective questioning or other techniques to engage students from diverse backgrounds Plans for and respects the diversity of all students within the classroom Uses culturally sensitive resources, language and strategies in teaching practice Presents controversial issues in a sensitive manner Encourages students to express and explore their values and attitudes in a sensitive manner 						
1.4.1 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Selects strategies to provide for relevant experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement and significance Integrates culturally sensitive resources, language and strategies in teaching practice 						



PROFESSIONAL KNOWLEDGE	Mid-Placement Review			Final Report		
STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN	ND	D	E	ND	D	E
1.5.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes/objectives and which meet the specific learning needs of students across the full range of abilities • Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students • Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff 						
1.6.1 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs • Develops a sequence of learning experiences that support the learning of all students with a disability • Complies with disability legislative requirements • Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities 						
Comment on teacher education student's knowledge of students and how they learn						



PROFESSIONAL KNOWLEDGE	Mid-Placement Review			Final Report		
STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT	ND	D	E	ND	D	E
2.1.1 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. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives Demonstrates appropriate knowledge of the central concepts of subject (s) through lesson planning, explanation and linking of content and outcomes to syllabus documents 						
2.2.1 Content selection and organisation Organise content into an effective learning and teaching sequence. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students 						
2.3.1 Curriculum, assessment, and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Designs assessments which show clear links to the teaching and learning program and reporting cycle Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes 						
2.4.1 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. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages 						
2.5.1 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Develops lesson plans, observation notes and discussion about lesson content and structure that show the teacher education student's knowledge understanding and/or teaching strategies to support students' literacy and/or numeracy achievement Works collaboratively, when given the opportunity, with support teachers, such as EAL/D teachers, to meet students' literacy and/or numeracy needs 						



PROFESSIONAL KNOWLEDGE	Mid-Placement Review			Final Report		
STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT	ND	D	E	ND	D	E
2.6.1 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.						
<p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Develops teaching and learning lesson plans/programs that link to syllabus outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (eg project-based learning, web-based research, Web 2.0 tools, subject/KLA/stage appropriate software) 						
<p>Comment on teacher education student's knowledge of content and how to teach it</p>						

PROFESSIONAL PRACTICE	Mid-Placement Review			Final Report		
STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	D	E	ND	D	E
3.1.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.						
<p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs and/or varying abilities Differentiates curriculum in lesson plans Knows when students have or have not attained a learning goal 						



PROFESSIONAL PRACTICE	Mid-Placement Review			Final Report		
STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	D	E	ND	D	E
3.2.1 Plan, structure, and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Implements lesson plans detailing objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher Utilises the host school's scope and sequences and content overviews to plan appropriate lessons Reflects with their supervising teacher on lesson/unit delivery to enhance student learning Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences Takes into account the supervising teacher's feedback in relation to content and student management to plan future learning 						
3.3.1 Use teaching strategies Include a range of teaching strategies. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management Demonstrates the ability to plan and incorporate a range of teaching strategies Includes an extended range of teaching strategies 						
3.4.1 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice Uses a variety of technologies to engage students Uses resources appropriate to student developmental levels and manages resources professionally Accesses and uses curriculum support materials effectively 						
3.5.1 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Uses effective oral and written communication skills, including the promotion of standard Australian English Effectively uses vocabulary and metalanguage to develop conceptual understanding Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding Acknowledges and logically develops student responses in an inclusive manner Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage Demonstrates effective use of non-verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact and varying gestures, for student engagement and management 						



PROFESSIONAL PRACTICE	Mid-Placement Review			Final Report		
STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	D	E	ND	D	E
3.6.1 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class Informs students by accessing and deconstructing explicit quality criteria for assessment Reflects on lesson to inform future planning and improve pedagogy Demonstrates a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning 						
3.7.1 Engage parents/carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Interacts professionally and respectfully with parents/carers Connects school learning to the home context Draws on resources within the community to enhance lesson/unit content Promotes established structures in the school to encourage parents/carers to be involved in school or classroom activities Describes strategies for involving parents/carers in the educative process 						
Comment on teacher education student's planning and implementing of effective teaching and learning						



PROFESSIONAL PRACTICE	Mid-Placement Review			Final Report		
STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	ND	D	E	ND	D	E
4.1.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Contributes to an inclusive classroom where all students are acknowledged as individuals • Models an enthusiastic and positive attitude towards teaching and learning • Demonstrates effective strategies for engaging students 						
4.2.1 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Employs classroom routines consistently to maximise student learning • Plans and delivers lessons that are timed and sequenced to meet the needs of the students • Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning goals/outcomes 						
4.3.1 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Plans engaging learning activities that motivate and engage students • Demonstrates an understanding of situations that trigger challenging behaviour • Applies student management techniques that are fair, appropriate and consistent • Handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context • Demonstrates a range of strategies to refocus students 						
4.4.1 Maintain student safety Describe strategies that support students' well-being and safety working within school and/or system, curriculum, and legislative requirements. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Discusses and follows specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Demonstrates the management of student behaviour and safety in accordance with mandatory policies 						



PROFESSIONAL PRACTICE	Mid-Placement Review			Final Report		
STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	ND	D	E	ND	D	E
4.5.1 Use ICT safely, responsibly, 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.						
<p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning • Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law • Responds appropriately when there is evidence of unethical student use of ICT 						
<p style="text-align: center;">Comment on teacher education student's creating and maintaining supportive and safe learning environments</p>						

PROFESSIONAL PRACTICE	Mid-Placement Review			Final Report		
STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	ND	D	E	ND	D	E
5.1.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.						
<p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning • Analyses student work samples to recognize diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks 						



PROFESSIONAL PRACTICE	Mid-Placement Review			Final Report		
STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	ND	D	E	ND	D	E
5.2.1 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Builds appropriate reinforcement and feedback into lesson plans Gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting) 						
5.3.1 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Understands the process of moderation and the principle of ensuring consistent teacher judgement Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities Collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities 						
5.4.1 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Bases lesson reflections on the evidence gathered through assessment tasks Explains how assessment data has been applied to their planning and teaching practice 						
5.5.1 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Demonstrates an effective approach to collecting, organising and storing assessment data consistent with school policies and procedures Employs a variety of methods to record evidence gathered through assessment activities 						



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

PROFESSIONAL ENGAGEMENT	Mid-Placement Review			Final Report		
STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	ND	D	E	ND	D	E
6.1.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards for Teachers at Graduate level Identifies personal learning goals in relation to the standards 						
6.2.1 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Contributes to staff and curriculum meetings where appropriate Participates in professional teams 						



PROFESSIONAL ENGAGEMENT	Mid-Placement Review			Final Report		
STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	ND	D	E	ND	D	E
6.3.1 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Receives constructive feedback in a positive and professional manner, and acts upon it promptly • Sets realistic short-and long-term goals with their supervising teacher • Realistically analyses the extent to which they have achieved their learning goals 						
6.4.1 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Engages innovatively within the limits of their responsibilities and capabilities • Demonstrates a commitment to teaching and to continuous improvement of their practice • Recognizes that teachers are agents of their own professional learning • Reflects on own teaching and seeks advice on ways to develop professionally and improve performance 						
Comment on teacher education student's engagement in professional learning						



PROFESSIONAL ENGAGEMENT	Mid-Placement Review			Final Report		
STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	ND	D	E	ND	D	E
7.1.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Demonstrates knowledge of the relevant codes of ethics that underpin their educational context • Reflects critically on personal and professional practice • Communicates effectively and interacts professionally with colleagues 						
7.2.1 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Complies with relevant legislative, administrative, organisational, and professional requirements such as child protection, duty of care, etc • Demonstrates an understanding of evacuation procedures, WHS and the school and system discipline and welfare policies 						
7.3.1 Engage with the parents/ carers Understand strategies for working effectively, sensitively, and confidentially with parents/carers. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Establishes respectful collaborative relationships using appropriate language, tone and body language • Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and parents/carers • Describes strategies for working effectively with parents/carers 						
7.4.1 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Shows willingness to participate with school staff, external professionals and community representatives in a range of activities and programs • Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development 						



Comment on teacher education student's engagement with colleagues, parents/carers and the community

SUMMARY COMMENT

FINAL GRADE

Satisfactory (SY)

Unsatisfactory (US)

	Name	Signature
Teacher Education Student		
Supervising Teacher		
Principal		

