



PROFESSIONAL EXPERIENCE REPORT- EARLY CHILDHOOD

| | |
|---|-----------------------|
| Pre-Service Teacher | Student ID |
| Course | EPT Subject |
| Supervising Teacher / Mentor | Total days attended |
| Early Childhood Service | Exams/Public Holidays |
| Director | Dates of Placement |
| Tick to confirm pre-service teacher has completed the required number of days as recorded on InPlace <input type="checkbox"/> | |

To the Supervising Teacher/Mentor:

This Professional Experience Report will serve as a record of the pre-service teachers' ability to demonstrate appropriate progress towards the full range of descriptors of the Australian Graduate Teacher Standards. The assessment provided by you will form part of the pre-service teachers' formative assessment towards full achievement of the Standards at Graduate level at the end of the pre-service teachers' course.

Formal assessment to be undertaken by the supervising teacher/mentor:

A Pre-Service Teachers' progress towards achievement of the Standards is to be:

- 1) reviewed no later than the mid-point of the placement; and
- 2) assessed at the completion of the placement against each descriptor of the Graduate Teacher Standards, as:

ND – Not Demonstrated; **WT** – Working Towards; **D** – Demonstrated; **E** – Exceeds expectations

Review at Mid-Placement:

At the mid-point of the placement, supervising teachers are asked to engage with the pre-service teacher in a collaborative review of progress to date with reference to the Graduate Standards and the Evidence Guide for professional experience placements in order to identify demonstrated strengths and areas for further development during the 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

Assessment at the Completion of the Placement:

If descriptors are not able to be demonstrated owing to factors outside of the pre-service teachers' control, please provide an explanation in the appropriate comment section. Please grade the overall assessment of the placement as **Satisfactory** or **Unsatisfactory**.

| PROFESSIONAL KNOWLEDGE | Mid-Placement Review | | | | Final Report | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN | ND | WT | D | E | ND | WT | D | E |
| 1.1.1 Physical, social, and intellectual development, and characteristics of student. Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of student and how these may affect learning | | | | | | | | |
| <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Records children's learning and development in an appropriate manner that shows an individual child's learning journey Identifies achievable learning goals based on EYLF Outcomes Demonstrates a developing awareness of planning day and learning experiences that respond to children's diverse learning abilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1.2.1 Understand how student learn. Demonstrate knowledge and understanding of research into how student learn and the implications for teaching | | | | | | | | |
| <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Identifies current research and theory about how children learn and the implications for teaching Plans for learning and play experiences demonstrate developing knowledge for a range of pedagogies that draw on the principles and practices of EYLF | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1.3.1 Student with diverse linguistic, cultural, religious and socioeconomic backgrounds. Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of student from diverse linguistic, cultural, religious and socioeconomic backgrounds. | | | | | | | | |
| <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Shows an awareness of the need to plan for learning and play experiences that take account of child diversity Is aware that early childhood services have programs and policies relating to inclusivity Displays cultural sensitivity through the use of resources and provisions for play that are inclusive of diversity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1.4.1 Strategies for teaching Aboriginal and Torres Strait Islander student. Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of student from Aboriginal and Torres Strait Islander backgrounds | | | | | | | | |
| <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Acknowledges and is respectful of diversity in children of Aboriginal and Torres Strait Islander background | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1.5.1 Differentiate teaching to meet the specific learning needs of student across the full range of abilities. Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of student across the full range of abilities | | | | | | | | |
| <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> 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 Care routines respond to the specific learning and development needs of children across the full range of abilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



| PROFESSIONAL KNOWLEDGE | Mid-Placement Review | | | | Final Report | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN | ND | WT | D | E | ND | WT | D | E |
| 1.6.1 Strategies to support full participation of student with disability. Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of student with disability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| POSSIBLE INDICATORS OF ACHIEVEMENT <ul style="list-style-type: none"> Seeks advice from appropriate personnel to develop learning and play experiences that support children with different disabilities Encourages a respectful classroom environment where all children 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 | WT | D | E | ND | WT | 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| POSSIBLE INDICATORS OF ACHIEVEMENT <ul style="list-style-type: none"> Explores a variety of teaching and learning strategies that scaffold and extend children's learning Plans for learning and play experiences incorporate specific content areas such as language and literacy, mathematics, science concepts creativity and the arts, physical activity | | | | | | | | |



| PROFESSIONAL KNOWLEDGE | Mid-Placement Review | | | | Final Report | | | |
|---|----------------------|----|---|---|--------------|----|---|---|
| STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT | ND | WT | D | E | ND | WT | D | E |
| 2.2.1 Content selection and organisation. Organise content into an effective play-based learning and teaching sequence | | | | | | | | |
| <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Plans for learning and play experiences are clear, logical and reflect the holistic nature of young children's learning Plans for learning and play experiences support the progression of children's learning | | | | | | | | |
| 2.3.1 Curriculum, assessment and reporting. Use curriculum, assessment and reporting knowledge to design learning sequences and experiences | | | | | | | | |
| <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Plans for learning and play experiences reflect the outcomes of the EYLF A range of observations and formative/summative assessments of children's learning are used as the basis for future planning | | | | | | | | |
| 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"> Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander children and their heritage Provision of materials for learning and play experiences sensitivity reflect contemporary perspectives of Aboriginal and Torres Strait Islander cultures | | | | | | | | |
| 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"> Plans for learning and play experiences include everyday language and literacy concepts and encourage children to be effective communicators in a range of ways Plans for learning and play experiences include everyday numeracy concepts and expose children to mathematical language | | | | | | | | |
| 2.6.1 Information and Communication Technology (ICT). Implement teaching strategies for using ICT to expand curriculum learning opportunities for student | | | | | | | | |
| <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Demonstrates an understanding of how ICT can support children's thinking and learning across a range of learning experiences Use of ICT is relevant to the age and interests of the children | | | | | | | | |



Comment on teacher education student's knowledge of content and how to teach it

| PROFESSIONAL PRACTICE | Mid-Placement Review | | | | Final Report | | | |
|---|----------------------|----|---|---|--------------|----|---|---|
| STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING | ND | WT | D | E | ND | WT | D | E |
| 3.1.1 Establish challenging learning goals. Set learning goals that provide achievable challenges for student of varying abilities and characteristics POSSIBLE INDICATORS OF ACHIEVEMENT <ul style="list-style-type: none"> Identifies clear and appropriate learning with respect to EYLF documentation and specific learning needs of children Reflects on the effectiveness of learning goals in providing achievable challenges for children that extend learning and play | | | | | | | | |
| 3.2.1 Plan, structure and sequence learning programs. Plan lesson sequences using knowledge of student's learning, content and effective teaching strategies POSSIBLE INDICATORS OF ACHIEVEMENT <ul style="list-style-type: none"> Plans for learning and play experiences show evidence of the planning cycle and respond to children's current knowledge, ideas, abilities and interests Reflects on how children have responded to the planned learning and play experiences Takes into account the supervising teacher's feedback in relation to content and child management to plan future child learning | | | | | | | | |



| PROFESSIONAL PRACTICE | Mid-Placement Review | | | | Final Report | | | |
|--|----------------------|----|---|---|--------------|----|---|---|
| STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING | ND | WT | D | E | ND | WT | D | E |
| 3.3.1 Use teaching strategies. Include a range of teaching strategies <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Plans for learning and play experiences incorporate a range of learning and teaching strategies that link to EYLF learning outcomes Records of learning demonstrate the use of effective questioning and/or discussion techniques to support shared thinking Shows awareness that care routines can include plans for learning and strategies to support increasing autonomy and independence | | | | | | | | |
| 3.4.1 Select and use resources. Demonstrate knowledge of a range of resources, including ICT, that engage student in their learning <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Plans for learning and play experiences demonstrate appropriate selection of resources to engage children in meaningful learning across a wide range of experiences Provides an environment with a broad range of resources that enable children to make choices in learning and play Provides appropriate learning opportunities in both the indoor and outdoor environments | | | | | | | | |
| 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 grammatically acceptable and precise language Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the children's age Uses a range of communication strategies to engage children in care routines and transitions | | | | | | | | |
| 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"> Reflects on feedback from children and colleagues about learning and play experiences to inform future planning and to improve pedagogy Plans for learning and play are appropriately linked to child observational data and/or lesson evaluations | | | | | | | | |
| 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"> Communicates effectively with parents/carers in the classroom 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 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 | WT | D | E | ND | WT | D | E |
| 4.1.1 Support student participation. Identify strategies to support inclusive child participation and engagement in classroom activities POSSIBLE INDICATORS OF ACHIEVEMENT <ul style="list-style-type: none"> Discusses, trials and reflects on the success of strategies for guiding children's behaviour to support child participation in activities Uses intentional strategies that promote in children respect for others, working together, resolving differences, and acknowledging the rights of self and others | | | | | | | | |
| 4.2.1 Manage classroom activities. Demonstrate the capacity to organise classroom activities and provide clear directions POSSIBLE INDICATORS OF ACHIEVEMENT <ul style="list-style-type: none"> Plans for learning and play that show a balance of opportunities for child-led and teacher-led play and learning experiences that engage the children Transitions are smooth and designed to reduce waiting time and congestion | | | | | | | | |
| 4.3.1 Manage challenging behaviour. Demonstrate knowledge of practical approaches to manage challenging behaviour POSSIBLE INDICATORS OF ACHIEVEMENT <ul style="list-style-type: none"> Understands the need to plan or adapt the environment to support positive behaviour Consistently applies the early childhood setting's policy on behaviour guidance Remains calm and fair when managing challenging behaviour | | | | | | | | |



| PROFESSIONAL PRACTICE | Mid-Placement Review | | | | Final Report | | | |
|--|----------------------|----|---|---|--------------|----|---|---|
| STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS | ND | WT | D | E | ND | WT | D | E |
| 4.4.1 Maintain student safety. Describe strategies that support students' wellbeing and safety working within the school and/or system, curriculum and legislative requirements <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Understanding of and adhering to regulations, NQF, service policies and procedures, Child Protection and Work Health and Safety • Understanding of setting based policy and procedures for reporting accidents and injuries to families • Participation in safety and hazard checklists and risk management planning where appropriate | | | | | | | | |
| 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"> • Discusses strategies for monitoring ICT use to ensure it is safe and purposeful | | | | | | | | |
| Comment on pre-service teacher's creating and maintaining supportive and safe learning environments | | | | | | | | |



| PROFESSIONAL PRACTICE | Mid-Placement Review | | | | Final Report | | | |
|--|----------------------|----|---|---|--------------|----|---|---|
| STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING | ND | WT | D | E | ND | WT | 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>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Conducts formative assessments such as analysed observations, jottings, learning stories or examples of children's representations of their learning Records of learning demonstrate analysis that links to the learning outcomes of the EYLF Plans for learning and play experiences reflect observations of children's interests, abilities and assessment of their learning | | | | | | | | |
| 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>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Engages in spontaneous conversations and/or narration of what and how children are learning Provides appropriate encouragement to children about their learning | | | | | | | | |
| 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>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Develops an understanding of assessment approaches and individual child records used in the early childhood setting Shares individual child observations with educators to support consistent strategies for learning and development | | | | | | | | |
| 5.4.1 Interpret student data. Demonstrate the capacity to interpret child assessment data to evaluate child learning and modify teaching practice <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Assessments of children are analysed by drawing on current theory and literature Evaluations of children's abilities and engagement in experiences are used to develop future learning goals and inform future plans for learning and play experiences | | | | | | | | |
| 5.5.1 Report on student achievement. Demonstrate understanding of a range of strategies for reporting to student and parents/carers and the purpose of keeping accurate and reliable records of child achievement <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Is familiar with the range of reporting strategies utilised in the early childhood setting to share information with children and parents/carers | | | | | | | | |



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

| PROFESSIONAL ENGAGEMENT | Mid-Placement Review | | | | Final Report | | | |
|---|----------------------|----|---|---|--------------|----|---|---|
| STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING | ND | WT | D | E | ND | WT | 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>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> 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 | | | | | | | | |
| 6.2.1 Engage in professional learning and improve practice. Understand the relevant and appropriate sources of professional learning for teachers <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Is familiar with appropriate sources of professional learning targeted to early childhood services Seeks opportunity within the early childhood service for professional learning through discussions with staff or reading professional magazines/journals | | | | | | | | |
| 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 Acts promptly in applying feedback to improve teaching practices | | | | | | | | |



| PROFESSIONAL ENGAGEMENT | Mid-Placement Review | | | | Final Report | | | |
|--|----------------------|----|---|---|--------------|----|---|---|
| STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING | ND | WT | D | E | ND | WT | D | E |
| 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 child learning | | | | | | | | |
| <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> 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 | | | | | | | | |
| <p style="text-align: center;">Comment on pre-service teacher's engagement in professional learning</p> | | | | | | | | |

| PROFESSIONAL ENGAGEMENT | Mid-Placement Review | | | | Final Report | | | |
|---|----------------------|----|---|---|--------------|----|---|---|
| STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEGAUES, PARENTS/CARERS AND THE COMMUNITY | ND | WT | D | E | ND | WT | 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 style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> 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 | | | | | | | | |



| PROFESSIONAL ENGAGEMENT | Mid-Placement Review | | | | Final Report | | | |
|--|----------------------|----|---|---|--------------|----|---|---|
| STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEGAUES, PARENTS/CARERS AND THE COMMUNITY | ND | WT | D | E | ND | WT | D | E |
| 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 the school stage <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> 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 | | | | | | | | |
| 7.3.1 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"> Employs appropriate and respectful professional communication with staff, visitors, parents and carers Describes strategies for working effectively with parents/carers | | | | | | | | |
| 7.4.1 Engage with professional teaching networks and broader community. 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"> Participation in teacher and professional networking meetings, including online educational forums, with reflections that show how knowledge has been broadened and/or practice has been improved and shared with colleagues | | | | | | | | |
| Comment on pre-service teacher's engagement with colleagues, parents/carers and the community | | | | | | | | |



| SUMMARY COMMENT |
|-----------------|
| |

| FINAL GRADE | | | |
|-------------------|--|---------------------|--|
| Satisfactory (SY) | | Unsatisfactory (US) | |

| | Name | Signature |
|----------------------------|------|-----------|
| Pre-Service Teacher | | |
| Supervising Teacher/Mentor | | |
| Director | | |

