



PROFESSIONAL EXPERIENCE REPORT- EARLY CHILDHOOD FINAL PLACEMENT REPORT

Teacher Education Student	Student ID
Course	EPT Subject
Supervising Teacher / Mentor	Total days attended
Early Childhood Service	Exams/Public Holidays
Director	Dates of Placement
Please tick confirming student 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 teacher education student's 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 student's formative assessment towards full achievement of the Standards at Graduate level at the end of the student's course.

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

A teacher education student's 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 teacher education student 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 teacher education student's 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 Placement Review
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. <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 Plans for learning and play experiences that respond to children's diverse learning abilities 		
1.2 Understand how children learn. Demonstrate knowledge and understanding of research into how children learn and the implications for teaching. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Plans for learning and play experiences demonstrate developing knowledge for a range of pedagogies that draw on the principles and practices of EYLF Plans for learning and play that reflect and demonstrate evidence of current research and theory about how children learn and develop 		
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. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Plans for learning and play that are responsive to the learning strengths and needs of children and take account of diversity including linguistic, cultural, religious, socioeconomic, gender, family structure Demonstrates a use of resources and provisions for play that are sensitive to and inclusive of diversity Critical reflection relating to plans for learning and play that demonstrate sensitivity to and inclusion 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. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Consultation with and of having sought advice, assistance and guidance from persons such as colleagues, Elders, representatives or members of Aboriginal and Torres Strait communities and other relevant professionals Plans for learning and play that recognise individual cultural learning styles when addressing barriers to children's learning and development and promote inclusion and high expectations for all children 		
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. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Care routines respond to the specific learning and development needs of children across the full range of abilities Plans for learning that include routines and transition times that respond to individual children's abilities, rhythms and sleep patterns 		

PROFESSIONAL KNOWLEDGE	Mid Placement Review	Final Placement Review
STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN		
<p>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</p> <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Programs for learning and play that incorporate specific strategies to support the participation of children with a range of abilities in accordance with policy and legislative requirements • Demonstrated use of appropriate resources and adaptive and assistive technologies to support participation and learning of individual children with disability 		

MID PLACEMENT COMMENTS

FINAL PLACEMENT COMMENTS

Comment on teacher education student’s knowing students and how they learn.

PROFESSIONAL KNOWLEDGE	Mid Placement Review	Final Placement Review
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. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Plans for learning and play experiences incorporate specific content areas such as language and literacy, mathematics, science concepts creativity and the arts, physical activity Plans for learning and play that include resources designed to scaffold children's higher order thinking and problem solving 		
2.2 Content selection and organisation. Organise content into an effective play-based learning experience sequence. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Plans for learning and play experiences support the progression of children's learning Evidence of extended investigations or projects where holistic learning across a range of content areas is evident 		
2.3 Curriculum, assessment and reporting. Use curriculum, assessment and reporting knowledge to design play based 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 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"> Provision of materials for learning and play experiences sensitivity reflect contemporary perspectives of Aboriginal and Torres Strait Islander cultures Program reflections/records of learning where the aim of the experience was to develop the children's understanding of and respect for the histories, cultures, languages and/or traditions of Aboriginal and Torres Strait Islander peoples. 		
2.5 Literacy and numeracy strategies. Know and understand literacy and numeracy teaching strategies and their application in play-based learning. <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 		

PROFESSIONAL KNOWLEDGE	Mid Placement Review	Final Placement Review
STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT		
2.6 Information and Communication Technology (ICT). Implement teaching strategies for using ICT to expand curriculum learning opportunities for children. POSSIBLE INDICATORS OF ACHIEVEMENT <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		

MID PLACEMENT COMMENTS		Comment on teacher education student's knowing the content and how to teach.
FINAL PLACEMENT COMMENTS		

PROFESSIONAL PRACTICE	Mid Placement Review	Final Placement Review
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. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Reflects on the effectiveness of learning goals in providing achievable challenges for children that extend learning and play Critical reflection of the effectiveness of learning opportunities, environment and experiences linked to the EYLF outcomes 		
3.2 Plan, structure and sequence learning programs. Plan play based learning sequences using knowledge of children’s learning, content and effective teaching strategies. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <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 		
3.3 Use teaching strategies. Include a range of teaching strategies. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> 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 Select and use resources. Demonstrate knowledge of a range of resources, including ICT, that engage children in their learning. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Plans for learning and play experiences and demonstrates 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 Use effective early childhood communication. Demonstrate a range of verbal and non-verbal communication strategies to support children’s engagement. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Uses a range of communication strategies to engage children in care routines and transitions Models grammatically acceptable and precise language 		

PROFESSIONAL PRACTICE	Mid Placement Review	Final Placement Review
STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING		
<p>3.6 Evaluate and improve teaching. Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve children’s learning.</p> <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		
<p>3.7 Engage parents/carers in the educative process. Describe a broad range of strategies for involving parents/carers in the educative process.</p> <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none">• Knowledge of relevant program documentation that demonstrates how families’ skills, knowledge and expertise are used in accordance with service policies to enhance teaching and learning experiences• Records participation in and preparation of communications with families		

<div>MID PLACEMENT COMMENTS</div> <div>FINAL PLACEMENT COMMENTS</div>	<div>Comment on teacher education student’s planning and implementation of effective teaching and learning.</div>
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PROFESSIONAL PRACTICE	Mid Placement Review	Final Placement Review
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. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Uses intentional strategies that promote in children respect for others, working together, resolving differences, and acknowledging the rights of self and others • Plans for learning and play that include specific reference to strategies for guiding children’s behaviour • Uses adaptations to the environment to assist full participation of children in learning and play 		
4.2 Manage play-based learning activities. Demonstrate the capacity to organise early childhood setting activities and provide clear directions. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <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 Manage challenging behaviour. Demonstrate knowledge of practical approaches to manage challenging behaviour. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Understands the need to plan or adapt the environment to support positive behavior • Consistently applies the early childhood setting’s policy on behavior guidance • Remains calm and fair when managing challenging behavior 		
4.4 Maintain children’s safety. Describe strategies that support children’s wellbeing and safety working within early childhood setting, curriculum and legislative requirements. <p>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 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. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Plans for learning and play which show explicit strategies to promotes safe, responsible and ethical use of ICT in play and learning • Children are provided with opportunities to engage in the meaningful use of a range of technologies 		

MID PLACEMENT COMMENTS	Comment on teacher education creating and maintaining supportive and safe learning environments.
FINAL PLACEMENT COMMENTS	

PROFESSIONAL PRACTICE	Mid Placement Review	Final Placement Review
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.		
<p style="text-align: center;">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 Provide feedback to children on their learning. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to children about their learning.		
<p style="text-align: center;">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 • Intentional teaching strategies including open ended questioning, providing feedback, challenging thinking and guiding children’s learning to facilitate sustained, shared thinking 		

PROFESSIONAL PRACTICE	Mid Placement Review	Final Placement Review
STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING		
5.3 Make consistent and comparable judgments. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of child 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 Interpret child related 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 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. <p>POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Clear reliable and respectful child records that are shared with families when appropriate Feedback from families is implemented in program and plans 		

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

PROFESSIONAL ENGAGEMENT	Mid Placement Review	Final Placement Review
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. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Engagement with the APST standards is documented and reflected on with input from supervising teacher Professional learning and practice are linked to descriptors from the APST, NQS and EYLF 		
6.2 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"> Is familiar with appropriate sources of professional learning targeted to early childhood services Professional learning priorities contains self-analysis and reflection that informs professional learning needs and career priorities 		
6.3 Engage with colleagues and improve practice. Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Participation in online or face to face discussions which shows the teacher's participation with colleagues Feedback from supervisor/educational leader in constructive discussion around professional practice and knowledge 		
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. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Reflection on child learning and assessment data and identification of teacher's strengths and needs that informs the choice of professional learning to be sourced and undertaken 		
<div> <div>MID PLACEMENT COMMENTS</div> <div>FINAL PLACEMENT COMMENTS</div> </div> <div>Comment on teacher education student’s professional learning.</div>		

PROFESSIONAL ENGAGEMENT	Mid Placement Review	Final Placement Review
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. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Feedback and observations from mentor/supervisor Sign off on organisational Code of Conduct 		
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. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Participation in professional learning undertaken regarding relevant legislative, administrative, organisational and professional requirements and teacher accountability requirements 		
7.3 Engage with professional teaching networks and broader communities. Understand strategies for working effectively, sensitively and confidentially with parents/carers. <p style="text-align: center;">POSSIBLE INDICATORS OF ACHIEVEMENT</p> <ul style="list-style-type: none"> Examples of involving families in decision making opportunities for their child. For example, parent goals, participation in the program, feedback on the program Observation or planning notes from meetings with families regarding the child's learning and well-being 		
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. <p style="text-align: center;">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 teacher education student's professional engagement with colleagues, parents/carers and the community.

MID PLACEMENT COMMENTS

FINAL PLACEMENT COMMENTS

SUMMARY COMMENT

FINAL GRADE			
Satisfactory (SY)		Unsatisfactory (US)	

	Name	Signature
Teacher Education Student		
Supervising Teacher/Mentor		
Director		

Final placement possible indicators sourced from *NSW Professional Experience Framework Document 4 – Evidence Guide* or aspects of *NSW Education Standards Authority Early Childhood Evidence Guide* and adapted to Early Childhood Graduate teachers.