

## Professional Experience Report - GRADUATING

Respondent:

Education - Graduating

Student:

Agency:

Placement Date:

Placement Result:

Experience:

Allocation Group: Duration:

As a supervising teacher you are required to complete a report at the end of each placement, providing an assessment of performance in a number of key areas and comments as an elaboration of that assessment. The preservice teacher should be present while you complete the report on the last day of the placement. Where 2 supervisors are assigned to a preservice teacher, supervisors may elect to complete one report together or 2 separate reports.

**Please confirm that the placement dates and total placement days shown in the blue banner above are correct. If the dates or total days are incorrect, you must contact the placements team, [education.placements@latrobe.edu.au](mailto:education.placements@latrobe.edu.au), so we can update these details before you complete the report.**

It is essential that the supervising teacher report is completed as soon as possible. It indicates whether a preservice teacher has attained satisfactory skills in the relevant areas, which is a hurdle requirement of the subject, and without it, a grading cannot be made. Once the report is submitted, the SPC should email the Supervision Claim Form to [education.placements@latrobe.edu.au](mailto:education.placements@latrobe.edu.au) COURSE STAGE: Graduating

This report template provides a mechanism for reporting on preservice teachers' (PSTs) development while completing the professional experience components of their initial teacher education program (ITE). The reporting template references the Australian Professional Standards for Teachers (APST) including descriptors most relevant to development expectations at different stages of in an ITE program.

The APSTs descriptors have been organised into five key areas within this report to support supervising teachers' assessment and judgement of PSTs' progress in relation to:

1. Planning for learning and teaching
2. Teaching effectively
3. Creating and maintaining supportive learning environments
4. Assessing and providing feedback for learning
5. Demonstrating professional and ethical conduct

The report has been developed as a collaboration between Victorian Universities and the Victorian Department of Education to provide a consistent reporting framework for professional experience placements.

Expectations Supervising Teachers are expected to:

- Engage in collaborative and reflective conversations with the PST in regard to their teaching practice
- Conduct a professional conversation and provide written feedback to the PST mid-way through the placement (see Section 6)
- Assess the PST's progress using the APST descriptors for the stage and provide progressive feedback to the PST on their development during the placement
- Facilitate opportunities for the PST during the placement to encounter professional learning opportunities relevant to their development of the APSTs
- Make professional judgements about the PST's progress towards attainment of the APST descriptors at the completion of the placement
- Liaise with the university/provider in relation to professional experience processes and consult as required

Preservice Teachers are expected to:

- Complete the report in collaboration with the supervising teacher through ongoing professional conversations
- Take part in a professional conversation mid-way through the placement and write a written reflection (see Section 6)
- Work within your university processes and expectations for the placement
- Engage in self-reflective practice
- Participate in collaborative and reflective conversations with your supervising teacher (and/or other school/education setting colleagues) in regard to your teaching practice

**Fields marked with an asterisk must be completed**

**SECTION: Placement Details and Context**

Completed by PST with supervising teacher

**Institution of study (required)**

**Course name (required)**

**Course code (required)**

**Course year level (required)**

**Year level(s)**

**Primary placements only.** Enter Year Level/Grade placement undertaken in.

**Discipline specialisation(s)**

**Secondary placements only.** Enter specialisation(s) undertaken.

**When two Supervising Teachers supervise a PST, they may elect to complete a joint report or two separate reports. Is this report being completed jointly?**

**Options**

Yes, one report is being completed jointly	
No, separate reports will be completed	
Not applicable; only one Supervising Teacher	

**If one report is being completed jointly list Supervising Teacher names**

**Supervising Teacher(s) contact phone number(s)**

**Student placement coordinator email address**

NOT FOR SUBMISSION

**SECTION: Section 1: Planning for learning and teaching**

Assessment and Recommendation

Assessment Ratings Scale for APST Descriptors

Supervising teachers should apply professional judgements using evidence of the PST's demonstrated knowledge, practice, and engagement in relation to the expected APST descriptors for the stage. Consideration should be given for the placement context and opportunities to encounter relevant experiences enabling the PST to demonstrate the APST.

Assessment Scale for Descriptors

- **Exceeds (E)** APST descriptor has been met above expectation
- **Met (M)** APST descriptor has been met
- **Not Met (NM)** APST descriptor has not been met
- **Not Encountered (NE)** No opportunity to meet the APST descriptor

**Not Met (NM)** The student has not demonstrated the professional standard at a relevant level.

If a Pre-service Teacher is awarded an **NM** for any of the standards they must receive a "Not Satisfactory" or "Require further discussion regarding decision" overall result.

Question	Responses
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning  <b>(APST 1.1)</b>	
Demonstrate knowledge and understanding of research into how learners learn and the implications for teaching  <b>(APST 1.2)</b>	
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds  <b>(APST 1.3)</b>	
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of learners across the full range of abilities  <b>(APST 1.5)</b>	
Organise content into an effective learning and teaching sequence  <b>(APST 2.2)</b>	
Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and lesson plans  <b>(APST 2.3)</b>	
Know and understand literacy and numeracy teaching strategies and their application in teaching areas  <b>(APST 2.5)</b>	
Set learning goals that provide achievable challenges for learners of varying abilities and characteristics  <b>(APST 3.1)</b>	

Question	Responses
strategies  (APST 3.2)	

**SECTION:** Section 1: Comments (optional): Please add any additional comments you would like to make about the PST's planning for learning and teaching.

Comments (optional)

**SECTION:** Section 2: Teaching Effectively

Question	Responses
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of learners from Aboriginal and Torres Strait Islander backgrounds  (APST 1.4)	
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area  (APST 2.1)	
Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages  (APST 2.4)	
Implement teaching strategies for using ICT to expand curriculum learning opportunities for learners  (APST 2.6)	
Include a range of teaching strategies  (APST 3.3)	
Demonstrate knowledge of a range of resources, including ICT, that engage learners in their learning  (APST 3.4)	
Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement  (APST 3.5)	
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning  (APST 3.6)	
Describe a broad range of strategies for involving parents/carers in the educative process  (APST 3.7)	

**SECTION:** Section 2: Comments (optional): Please add any additional comments you would like to make about the effectiveness of the PST's teaching.

Comments (optional)

**SECTION: Section 3: Creating and Maintaining Supportive Learning Environments**

Question	Responses
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of learners with disability  <b>(APST 1.6)</b>	
Identify strategies to support inclusive student participation and engagement in classroom activities  <b>(APST 4.1)</b>	
Demonstrate the capacity to organise classroom activities and provide clear directions  <b>(APST 4.2)</b>	
Demonstrate knowledge of practical approaches to manage challenging behaviour  <b>(APST 4.3)</b>	
Describe strategies that support students' wellbeing and safety working within learning contexts and/or system, curriculum and legislative requirements  <b>(APST 4.4)</b>	
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  <b>(APST 4.5)</b>	

**SECTION:** Section 3: Comments (optional): Please add any additional comments you would like to make about how the PST created and maintained a supportive learning environment.

**Comments (optional):**

**SECTION: Section 4: Assessing and Providing Feedback for Learning**

Question	Responses
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess learners' learning  <b>(APST 5.1)</b>	
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to learners about their learning  <b>(APST 5.2)</b>	
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of learners' learning  <b>(APST 5.3)</b>	
Demonstrate the capacity to interpret learner assessment data to evaluate learners' learning and modify teaching practice  <b>(APST 5.4)</b>	
Demonstrate understanding of a range of strategies for reporting to learners and parents/carers and the purpose of keeping accurate and reliable records of learner achievement  <b>(APST 5.5)</b>	

**SECTION:** Section 4: Comments (optional): Please add any additional comments you would like to make about how the PST assessed and provided feedback for learning.

**Comments (optional):**

**SECTION: Section 5: Demonstrating Professional and Ethical Conduct**

Question	Responses
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs  <b>(APST 6.1)</b> Understand the relevant and appropriate sources of professional learning for teachers  <b>(APST 6.2)</b> Seek and apply constructive feedback from supervisors and teachers to improve teaching practices  <b>(APST 6.3)</b> Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning  <b>(APST 6.4)</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession  <b>(APST 7.1)</b> Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage  <b>(APST 7.2)</b> Understand strategies for working effectively, sensitively and confidentially with parents/carers  <b>(APST 7.3)</b> Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice  <b>(APST 7.4)</b>	

**SECTION: Section 5: Comments (optional):** Please add any additional comments you would like to make about the PST's ethical and professional conduct.

Comments (optional):

**SECTION: Section 6: Interim Feedback and Professional Conversation**

**Midpoint Report**

**A Midpoint Review conversation between the supervising teacher and PST has taken place (required)**

**Options**

Yes	
No	

**A Midpoint Report has been completed by the supervising teacher and PST (required)**

**Options**

Yes	
No	

**SECTION: Section 7: Recommendation for Placement Result**

If a Pre-service Teacher is awarded an NM for any of the standards they must receive a "Not Satisfactory" or "Require further discussion regarding decision" overall result.

**Placement Result (required)**

Where a recommendation requires further discussion regarding decision contact [education.placements@latrobe.edu.au](mailto:education.placements@latrobe.edu.au) to raise a concern.

**Options**

Satisfactory	
Not Satisfactory	
Require further discussion regarding decision	

**SECTION: Section 7: Final Assessment Result**

**Supervising Teacher: Provide feedback and relevant details for final assessment result (required)**

**SECTION: Section 8: Final Assessment Result (optional)**

Final reflections on placement or placement result by **preservice teacher** (optional)

**Preservice teacher reflections (optional)**

**SECTION: Section 8: Supervising Teacher Acknowledgement**

**Supervising Teacher Name(s)**

Enter the name of the supervising teacher. If one report is being completed jointly list Supervising Teacher names

**Acknowledge (required)**

The completed Professional Experience Report is true and correct and has been discussed with the **Preservice Teacher**.

**SECTION: Section 9: Preservice Teacher Acknowledgement**

**Acknowledge (required)**

Supervising Teacher to acknowledge on behalf of **Preservice Teacher**. The completed Professional Experience Report was discussed with my **Supervising Teacher**.