

School of Education

Master of Teaching (Birth – 5/ Birth -12)

**Early Childhood Subject TEAC7103
PROFESSIONAL EXPERIENCE 3-5 Years**

This subject includes a 25 day placement

**Feedback Book Spring 2023
For the Pre-service Teacher**

Your professional experience consists of 25 days in a 3 – 5 years room. The placement includes 5 days of orientation to the setting and the room.

Orientation & observation: Commencing from 9th October 2023
Professional Experience: Commencing from 16th October 2023

Your Advisor will meet with you 3 times during the placement.
CPC 1 will be held on 20th October as part of the In University Day
CPC 2 will be held toward the end of week commencing 23rd October
The 3rd meeting will be a centre visit (where possible) scheduled from 1st November

EXPO Presentations –24th or 27th November

This feedback document is the property of:

Pre-service Teacher's Name: _____

Pre-service Teacher's ID Number: _____

The Mentor Teacher is: _____

The University Advisor is: _____

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University Contacts

If you have any questions or require assistance regarding insurance, or Mentor Teacher claims, or other administrative matters please contact:

The Administrative Officer for Early Childhood Professional Experience

Email: WSU Education Professional Experience EduPEX@westernsydney.edu.au

If you have questions about the Professional Experience requirements for this placement please contact:

The Co-ordinator of Professional Experience 3-5 Years

Denise Fraser

Email: d.fraser@westernsydney.edu.au

If you have feedback on Early Childhood Professional Experience, or cannot contact your Subject Co-ordinator please contact:

The Professional Experience Office or The Director of Academic Program

Kerry Staples

Email: k.staples@westernsydney.edu.au

Professional Experience in the Master of Teaching (Birth – 5years/Birth-12years)

Professional Experience is an integral part of the early childhood teacher education program at WSU. It provides pre-service teachers with authentic opportunities to put theory into practice in a supportive and encouraging environment. Staff from the early childhood program work in partnership with Mentor Teachers and University Advisors during placement. Mentor Teachers play an important role in this partnership by mentoring pre-services teachers and supporting their growth as professionals in the workplace. University Advisors also contribute to this community of practice as they meet regularly with pre-service teachers to help them to link theory to practice. The Pre-service Teacher contributes to the partnership by bringing with them into their setting new knowledge that they can share and in so doing they add to the community of practice existing within the setting.

For more information about the Roles and Responsibilities of each member of the partnership please refer to the Professional Experience Handbook.

This is the second and final Professional Experience placement for Pre-service Teachers completing the Master of Teaching Birth – 5 years. Some Pre-service Teachers will continue on to complete 1 final placement in a Primary School.

Directors or Mentor Teachers will receive the Professional Experience Handbook, Final Report for Professional Experience 3-5 Years and the Teacher Pay Claim form via email. Pre-service teachers are responsible to ensure that their Mentor Teacher completes their Feedback Book.

Attendance requirements:

Pre-Service Teachers are required to attend professional experience for 25 days

- All Orientation Days; and
- All days of Professional Experience (including EXPO).

Orientation/ Observation Days are 6 hour days.

During the remainder of the Professional Experience placement Pre-Service Teachers are encouraged to work the same shift as setting staff. It is required that Pre-Service Teachers be at the setting for no less than 7.5 hours per day during the professional experience days, whether they are placed in a Child Care Centre or a Preschool. This excludes a half hour mandatory lunch break.

That means that you must be at the centre a minimum of 7.5 hours per day.

If a Pre-Service Teacher is absent for any reason she/he must:

- notify the setting;
- notify the WSU, School of Education, Professional Experience Office;
- write absent on the timesheet for any full day absence;
- complete the Absence from Professional Experience online form;
- provide documentation as to the reason for the absence;
- make up the missed day/s: please note any missed days must be made up with full days or half days, not additional hours;
- document the dates on which missed days were made up.

Mentor Teachers are required to sign the attendance record on a daily basis (should be downloaded by the Pre-service Teacher from the vUWS site) provide daily feedback and complete the Final Report document.

In order to receive a Satisfactory Grade for Professional Experience 3-5 Years, Pre-service Teachers must have completed all orientation days and Professional Experience days and have these verified by the Mentor Teacher. They must also receive a Satisfactory assessment of their practical work from the Mentor Teacher and University Advisor in the Professional Experience Report

Professional Experience Checklist

The Mentor Teacher and Pre-service Teacher are encouraged to use the following table as a checklist to ensure that the professional experience portfolio and Feedback Book are being regularly maintained and that all necessary documentation has been sighted and completed.

BEFORE YOU COMMENCE YOUR PLACEMENT
<ul style="list-style-type: none">• Complete the student profile and forward it to your setting. You may need to attend an induction before commencing placement. This is not included as part of your PE days for recording your attendance.• Place a copy of your student profile into your Portfolio.• Add your philosophy of teaching to your Portfolio.• Begin to develop the professional learning goals that you would like to achieve during this placement. To do this you need to:<ul style="list-style-type: none">i. Reflect on your previous placement and experience and identify your strengths and the areas that were identified as areas for improvement. You will have identified some of these yourself, others will have been identified by your Mentor Teacher or by your University Advisor.ii. Develop two professional learning goals based on your strengths and/ or areas for improvement.iii. Develop one further goal based on the Subject outcomes and the Australian Professional Standards for Teachers. See the link to the NESA website on vUWS to access the standards.iv. Document your goals in your Case Study Report and keep a hard copy in your portfolio

Pre-service Teachers are required to submit documents for their University Advisor through the vUWS site

Your Advisor will advise which documents are to be submitted at what time. Your Advisor will then be able to provide feedback

CPC requirements are outlined later in this document

ORIENTATION AND BEGINNING OF OBSERVATIONS (DAYS 1-5)		
	PST	M
<ul style="list-style-type: none"> • Discuss the requirements for PE and any assignments with your Mentor. • Familiarise yourself with the setting and commence a Situational Analysis. (this will be part of your Case Study so you will use the format provided) <ol style="list-style-type: none"> i. Analyse the implications for practice. Focus on how the particulars of this setting will affect what you do during PE. ii. Briefly include the setting philosophy and the curriculum approaches and pedagogies, evident in practice, in your situational analysis. iii. Write a Reflection on how your philosophy relates to that of your setting. Note the commonalities and where are the differences? How will you accommodate to the differences? What negotiation may be required? This is part of your professional learning. iv. Write a Reflection on the way the learning environment is used- use of space, time, grouping, resources and some of the interests of the children- and how the learning environment is used to support children's investigation, critical thinking, pro-social behaviour and autonomy. This will be used to help you plan your learning environment and experiences later in the placement. v. Your documentation must be meaningful– that is, you must be able to use the information to inform your planning. • Develop one additional professional learning goal that relates to your understanding of this particular setting and the potentials and challenges it may present. • Set up your child portfolios for the three – four focus children you have identified to be part of your Case Study which will demonstrate your effectiveness as a teacher. Include: <ol style="list-style-type: none"> I. Informed consent from parent/s. II. Any family information, surveys or jottings from staff about the child. III. Initial observations of the child. 		

**CPC 1 to be held during the Pre-service Teacher Conference
19th May**

PROFESSIONAL EXPERIENCE DAYS (DAYS 6 –9) CPC 1 FIR 20 TH OCTOBER		
	PST	M
<p>This is the week when you commence planning and implementing experiences</p> <ul style="list-style-type: none"> Negotiate regular meeting times with your Mentor Teacher so that you can: <ul style="list-style-type: none"> a) share your observations of individual children and the group of children with your Mentor Teacher, b) seek feedback about your planned project with children. c) Provide your plans, for feedback by your Mentor Teacher, in advance of implementation. d) Negotiate with your mentor which experiences she/he will observe and provided written feedback on (expected 1-2 per week) Regularly evaluate progress toward meeting your goals. This means thinking about how effective your strategies are in helping you to achieve your goals. It is not a description of what you have done each day. You must commence the implementation of 2 planned experiences per day from day 6. You can use some of the planned experiences to gather information to inform your interest-based project with children. Add observations to your child portfolios. You need to ensure you are gathering meaningful information about funds of knowledge, dispositions and skills. You can write an observation at the end of each planned experience. You can also write an observation for anything that you observe that adds to your understanding of the child At the end of this 2 weeks develop a focus child summary/profile for each focus child. Include current funds of knowledge (in all the KeyConceptAreas), skills, interests and learning dispositions and any particular directions for future learning and development. This will be included in your case study report. Immerse yourself in the routine and activities of the setting by: <ol style="list-style-type: none"> Participating in routine times and where applicable managing these, Taking small groups for stories, movement or music experiences (spontaneous) 		

PROFESSIONAL EXPERIENCE DAYS (DAYS 10 – 14)		
	PST	M
<ul style="list-style-type: none"> Continue to negotiate a time to meet with your Mentor Teacher and continue to seek feedback as you have in the first part of your placement. <ul style="list-style-type: none"> a) You will provide your plans, for feedback by your Mentor Teacher, in advance of implementation. b) You will negotiate how far in advance of implementation the plans are required. c) Negotiate with your mentor which experiences will be observed and provided with written feedback (expected 1-2 per week) d) Continue to share your observations with your mentor Continue to reflect on your learning and growth as a professional. Use feedback from your Mentor Teacher, your own assessment of your developing pedagogy and practice and happenings in the room to inform your reflection. Document this in your Portfolio Section 2. You will use some of this reflection in your Case Study and at Expo. Continue to evaluate the professional learning goals that you set. Plan and implement 2 experiences per day using the recommended planning format Begin to implement your project and if necessary build children's enthusiasm by adding a range of provocations. You must maintain documentation of the project in a way that it is accessible to children and families. This may be in terms of a wall display or the development of a book or some other format. This will allow children to revisit what they have been doing and discuss their learning as well as making visible the learning that has been taking place, for parents Begin discussions with your Mentor Teacher about your plans for the setting up the learning environment and the way that you will document the programme during the final 2 weeks of placement. Take more responsibility for routines and groups at various times of the day Continue to add to your child portfolios <p>CPC 2 will be conducted during the latter part of this week. Advisor to arrange.</p>		

DAYS 15 - 19		
	PST	M
<ul style="list-style-type: none"> •Drawing on your knowledge of the children in your room you will begin to plan the learning environment & programme for the room. <p>This means that you will:</p> <ol style="list-style-type: none"> a) Consult with other educators in the room to find out what provisions they would like included in the learning environment (indoors and/or outdoors). b) Set up the learning environment either indoors or outdoors (you can do this as part of a team you don't have to do all the work yourself) c) Document the planned programme (your experiences and those of the other Educators. Ensure you include learning intentions.) <ul style="list-style-type: none"> •Ensure that you have more than 1 learning intention for each experience and that at least 1 learning intention relates to one of the Key Concept Areas. • Document an assessment of the learning and any follow ups for the various experiences at the end of the day/ during the day. You can do this in consultation with other educators. •Document an evaluation of the learning environment. Identify any changes to the spaces and resources to be used, groupings for children and any changes to routines. •You will continue to implement your project and to maintain documentation of the project in a way that it is accessible to children and families. This may be in terms of a wall display or the development of a book or some other format. This will allow children to revisit what they have been doing and discuss their learning as well as making visible the learning that has been taking place, for parents •You must plan and implement 2 experiences of your own each day. You do not need full experience plans for these experiences. Show them on the planning format you are using. •You will use this format for documenting the program for the room for days 15-25. You may experiment to find a format that works for you and shows the learning intentions for the experiences each day. •You will continue to take responsibility for some of the large and small group times and routines. 		

From day 15 you are expected to step up and take more of a leadership role in your room. You need to show that you are competent and capable as an Early Childhood Teacher

- Make sure you negotiate with your mentor to receive written feedback about your ability to lead other staff, manage routines and groups and where appropriate communicate with families, as well as feedback on your implementation of experiences.**

During this week or in the early part of the following week your **Advisor Centre Visit** will take place.

DAYS 20 – 25 (6 DAYS)		
	PST	M
<ul style="list-style-type: none"> During the final 6 days of your placement you should take responsibility for planning the indoor and outdoor learning environments including the documentation of the program for the room. This means that you will: <ol style="list-style-type: none"> Consult with other educators in the room to find out what provisions they would like included and any learning focus that they may have. Document the planning for each day and link the planning to outcomes from the Early Years Learning Framework. You should include your own plans for your project and other experiences that you will manage as well as what other educators want. Ensure that you have more than 1 learning intention for each experience and that at least 1 outcome relates to one of the Key Concept Area's Document an assessment of the learning and any follow ups for the various experiences of the day at the end of each day /during the day. You can do this in consultation with other educators. Document an evaluation of the learning environment. Identify any changes to the spaces and resources to be used, groupings for children and any changes to routines that will enhance outcomes for children. You must plan and implement 2 experiences of your own each day. You do not need full experience plans for these experiences. Show them on the planning format you are using and make sure they are clearly identified as your own You will record this planning using a planning format that you have developed or you may use the centre format Review the child summaries that you completed at the beginning of placement (the goals you set for each focus child) Develop a new child summary for each focus child that documents the changes in funds of knowledge, skills and dispositions that have become evident during your time at the centre. Include in your final summary for each child, links to demonstrate how the experiences you have provided and your teaching strategies has impacted on the child's learning. This will contribute to your Case Study report Review your project with children and provide an overview of children's learning as a result of the project. Make sure you check that your Mentor teacher has received the Final Report and has completed it before the final day. Your Mentor needs to provide you with the original of the final report. 		

From day 15 you are expected to step up and take more of a leadership role in your room. You need to show that you are competent and capable as an Early Childhood Teacher

Community of Practice Circle Requirements

FOCUS of CPC or Visit	√ / x
Advisor Meeting CPC 1 Initial information	
<ol style="list-style-type: none"> 1. 3-4 personal professional goals. 1-2 from previous prac and 1-2 related to subject outcomes/ setting challenges 2. Situational analysis. Must consider how this will affect their teaching. 3. Philosophy of teaching. Need to consider where personal and centre philosophy are congruent and where there are differences. 4. Consent to work with children. There should be 3-4 children and attending in various patterns across the week. Also talk about gaining consent from a wider group of children so their info can also be included in documentation. <p>If work is not completely up to date and available in full this will result in students being placed as <u>'Requiring Additional Support'</u>. Provide these documents via your vUWS</p>	
Advisor Meeting CPC 2 child Portfolios & early planning	
<ol style="list-style-type: none"> 1. At least 1 Observation per focus child (min 3 focus children). These must be documented and include your analysis of learning and Interpretation of where you think you think you should go next with the learning. (Link to Theory, EYLF and Curriculum understandings) 2. Focus child profile/summary for each focus child including learning intent/ goals for the remaining weeks of the placement (what do you want to achieve in each curriculum area for each focus child) 3. At least one learning experience fully written up, and if possible implemented, analysed and interpreted. 4. Project planning – your webbing around the project with children. <p>If work is not completely up to date and available in full this will result in students being placed as <u>'Requiring Additional Support'</u> or <u>'At Risk'</u> Provide these documents via vUWS</p>	
Centre Visit – Program Planning & Learning Environment	
<ol style="list-style-type: none"> 1. A reflection on the learning environment and things that you need to be aware of in your planning 2. Your program for the first week of planning the whole environment or the first couple of days depending on how the setting undertakes its planning. 3. 3 fully written up and evaluated plans from your project that demonstrate the beginning of a sequence of learning, the use of primary and secondary learning intentions that cover several Key Concept Areas (including your specialisation) and also link to EYLF as well as showing how you are differentiating your teaching strategies to enable the learning of different children. 4. 2 Mentor Teacher feedback sheets focusing on your room management abilities - ability to manage large and small groups of children, routines, time, space and resources and relationships between children (manage challenging behaviours). <p>If work is not completely up to date and available in full this will result in students being placed as <u>'At Risk'</u> Provide these documents via vUWS</p>	

Mentor Teacher Feedback sheet

Name _____

Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least 3 times in each week (twice only in week 1).

Highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement

Focus of the feedback:

- ☐ **Professionalism & ethical behavior** (APST 7)
- ☐ **Situational Analysis** (APST 1)
- ☐ **Observations** (APST 1)
- ☐ **Analysis of learning** (APST 2, 3, 5)
- ☐ **Planning** (APST 2, 3)
- ☐ **Professional goals & evaluation** (APST 6)
- ☐ **Interactions with children/staff** (APST 4, 6)
- ☐ **Managing diverse behaviour** (APST 4)

Observations and Comments about the focus area:

Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: _____ **Date:** _____

Pre-Service teacher reflection on feedback

Pre-service Teacher Signature: _____ **Date:** _____

Mentor Teacher Feedback sheet

Name: _____

Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least 3 times in each week (twice only in week 1).

Highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement

Focus of the feedback:

- ☐ **Professionalism & ethical behavior**(APST 7)
- ☐ **Situational Analysis** (APST 1)
- ☐ **Observations** (APST 1)
- ☐ **Analysis of learning** (APST 2, 3, 5)
- ☐ **Planning** (APST 2, 3)
- ☐ **Professional goals & evaluation** (APST 6)
- ☐ **Interactions with children/staff** (APST 4, 6)
- ☐ **Managing diverse behaviour** (APST 4)

Observations and Comments about the focus area:

Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: _____ **Date:** _____

Pre-Service teacher reflection on feedback

Pre-service Teacher Signature: _____ **Date:** _____

Mentor Teacher Feedback week 1

Name: _____ Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least twice in week 1 of the placement.

This feedback sheet should be used to highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

Feedback in the first week should be linked to the area Professional Knowledge and Professional Engagement outlined in the Australian Professional Standards for Teachers.

	Y	N
Has the pre-service teacher completed a Situational Analysis (APST 1.3, 1.4, 1.6)	<input type="checkbox"/>	<input type="checkbox"/>
Has the pre-service teacher identified professional learning goals and strategies to achieve the goals (APST 6.1)?	<input type="checkbox"/>	<input type="checkbox"/>
Has the pre-service teacher been professional and ethical in their interactions and behaviour with staff and children in the setting (APST 7.1)?	<input type="checkbox"/>	<input type="checkbox"/>
Does the pre-service teacher have an understanding of key service policies and procedures relating to safety, health and Wellbeing and the requirements of the Education and Care Services National Regulations (APST 7.1, &7..2)?	<input type="checkbox"/>	<input type="checkbox"/>
Does the pre-service teacher understand setting policy in relation to engaging with families, privacy and confidentiality and the setting's media and social media policies (APST 7.1, 7.3)?	<input type="checkbox"/>	<input type="checkbox"/>
Has the Pre-service teacher obtained informed consent to work with focus children (APST 7.1, 7.3)	<input type="checkbox"/>	<input type="checkbox"/>

Comments relating to the above:

Mentor signature: _____

Mentor Teacher Feedback

PST Name: _____ Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least 3 times in each week. Two feedback formats are available for the mentor teacher to use. It is important that whichever feedback format is used, the Mentor teacher links to the Professional Teaching Standards.

Highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

Focus of the feedback:

- ☐ **Professionalism & ethical behavior** (APST 7)
- ☐ **Situational Analysis** (APST 1)
- ☐ **Observations** (APST 1)
- ☐ **Analysis of learning** (APST 2, 3, 5)
- ☐ **Planning** (APST 2, 3)
- ☐ **Professional goals & evaluation** (APST 6)
- ☐ **Interactions with children/staff** (APST 4, 6)
- ☐ **Managing diverse behaviour** (APST 4)

Implementation of Experiences

- ☐ **Teaching strategies** (APST 1, 3)
- ☐ **Children's responses** (APST 1, 3, 4)
- ☐ **Evaluation of the experience including resources, space, time, teaching strategies etc** (APST 1, 2, 3, 4, 5, 6)
- ☐ **Planning of the program** (APST 2, 3, 4)
- ☐ **Set up of the environment** (APST 3, 4)
- ☐ **Other**

Observations and Comments about the focus area:

Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: _____ **Date:** _____

Pre-Service teacher reflection on feedback

Pre-service Teacher Signature: _____ **Date:** _____

Mentor Teacher Feedback Date: _____

PST Name: _____ Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least 3 times in each week. Two feedback formats are available for the mentor teacher to use. It is important that whichever feedback format is used, the Mentor teacher links to the Professional Teaching Standards.

Highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

Focus of the feedback:

- ☐ **Professionalism & ethical behavior** (APST 7)
- ☐ **Situational Analysis** (APST 1)
- ☐ **Observations** (APST 1)
- ☐ **Analysis of learning** (APST 2, 3, 5)
- ☐ **Planning** (APST 2, 3)
- ☐ **Professional goals & evaluation** (APST 6)
- ☐ **Interactions with children/staff** (APST 4, 6)
- ☐ **Managing diverse behaviour** (APST 4)

Implementation of Experiences

- ☐ **Teaching strategies** (APST 1, 3)
- ☐ **Children's responses** (APST 1, 3, 4)
- ☐ **Evaluation of the experience including resources, space, time, teaching strategies etc** (APST 1, 2, 3, 4, 5, 6)
- ☐ **Planning of the program** (APST 2, 3, 4)
- ☐ **Set up of the environment** (APST 3, 4)
- ☐ **Other**

Comments about the focus area:

Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: _____ **Date:** _____

Pre-Service teacher reflection on feedback

Pre-service Teacher Signature: _____ **Date:** _____

Mentor Teacher Feedback sheet

Name: _____ Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least twice (2 times) in each week during weeks 2 – 5 of the placement using either the previous feedback form or this format. **It is required that this format is used at least 3 times during weeks 3-5**

This feedback sheet should be used to highlight any positive aspects of the Pre-service Teacher's knowledge of the children, understanding of key concepts to be taught and teaching practice, or aspects that the Mentor Teacher feels are in need of improvement. To Be used in conjunction with the Experience Plan.

Feedback needs to be linked to the Professional Knowledge and Professional Practice outlined in the Australian Professional Standards for Teachers.

Mentor Teacher comment on planning

In weeks 2 & 3 this will relate to the experience plans. In weeks 4 & 5 this will relate to discussion of planned experiences documented on the program.

Pre-service Teacher knowledge of the children and knowledge of content (understanding of how to extend what children already know and can do).	Pre-service teacher understanding of appropriate strategies to support learning, understanding of differentiated strategies for the diversity of learners, capacity to develop a sequence of learning, ability to safely include ICT.	What Standard descriptors will be observed?

Observation of Pre-service Teacher			
Standard Descriptor	Teaching practice	Observation Strengths	Record of decision against the Standard Descriptor
Focus on standards 1, 2, 3, 4 5 & 6	What teaching and learning strategies did you observe aligned to the Standard Descriptors? What teaching practice did you observe? How did this demonstrate the agreed Standard Descriptors? You can comment here on things like appropriate & challenging learning goals, the structure of the experience, the sequencing of appropriate extensions of learning, effective communication, management of diverse behaviours, assessment of learning and ability to modify practice to better support learning.	Evaluate how well the teacher's practice demonstrated the agreed Standard Descriptors.	Observed / Partially observed / Not observed (select one) Other comments

Reflection		
Standard Descriptor	Pre-service Teacher's reflection on the experience	Mentor's feedback
	What are your key reflections on your teaching practice? How did you demonstrate the agreed Standard Descriptors?	Comment/feedback on the agreed Standard Descriptors that were successfully demonstrated and observed. What advice would you give to assist the further development of the agreed Standard Descriptors that were partially observed or not observed to improve teaching practice?

Pre-service Teacher's signature: _____

Date: _____

Mentor's signature: _____

Date: _____

Mentor Teacher Feedback

Name: _____ Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least twice (2 times) in each week during weeks 2 – 5 of the placement using either the previous feedback form or this format. **It is required that this format is used at least 3 times during weeks 3-5**

This feedback sheet should be used to highlight any positive aspects of the Pre-service Teacher's knowledge of the children, understanding of key concepts to be taught and teaching practice, or aspects that the Mentor Teacher feels are in need of improvement. To Be used in conjunction with the Experience Plan.

Feedback needs to be linked to the Professional Knowledge and Professional Practice outlined in the Australian Professional Standards for Teachers.

Mentor Teacher comment on planning

In weeks 2 & 3 this will relate to the experience plans. In weeks 4 & 5 this will relate to discussion of planned experiences documented on the program.

Pre-service Teacher knowledge of the children and knowledge of content (understanding of how to extend what children already know and can do).	Pre-service teacher understanding of appropriate strategies to support learning, understanding of differentiated strategies for the diversity of learners, capacity to develop a sequence of learning.	Which Standard descriptors will be observed

Observation of Pre-service Teacher			
Standard Descriptor	Teaching practice	Observation Strengths	Record of decision against the Standard Descriptor
Focus on standards 3, 4 5 & 6	What teaching and learning strategies did you observe aligned to the Standard Descriptors? What teaching practice did you observe? How did this demonstrate the agreed Standard Descriptors? You can comment here on things like appropriate & challenging learning goals, the structure of the experience, the sequencing of appropriate extensions of learning, effective communication, management of diverse behaviours, assessment of learning and ability to modify practice to better support learning.	Evaluate how well the teacher's practice demonstrated the agreed Standard Descriptors.	Observed / Partially observed / Not observed (select one) Other comments

Reflection		
Standard Descriptor	Pre-service Teacher's reflection on the experience	Mentor's feedback
	What are your key reflections on your teaching practice? How did you demonstrate the agreed Standard Descriptors?	Comment/feedback on the agreed Standard Descriptors that were successfully demonstrated and observed. What advice would you give to assist the further development of the agreed Standard Descriptors that were partially observed or not observed to improve teaching practice?

Pre-service Teacher's signature: _____

Date: _____

Mentor's signature: _____

Date: _____

Mentor Teacher CPC 2 Feedback

(Midway Formative Assessment)

Please indicate N/A if an item is not relevant at this stage

US = Unsatisfactory; **B**= Beginning to develop; **D**=Developing well

STANDARD	US	B	D
Standard 1: Demonstrates knowledge of children and how they learn (links to ULO 2)			
a) Maintains an ongoing child portfolio for each focus child.(1.1,)			
b) Uses a range of techniques to observe and document children's play, learning, interests, dispositions and relationships.(1.1, 1.2, 1.3)			
c) Demonstrates understanding of children, their family and community contexts in planning for children's learning.(1.3, 1.4, 1.6)			
d) Provides evidence of ongoing documentation about the learning, development, interests, strengths and dispositions of each child in the focus group.(1.1)			
e) Provides an initial child summary outlining children's funds of knowledge across Key Learning Areas, interests, dispositions and relationships (1.1, 1.5)			
f) Demonstrates an understanding of theory and research about how children learn, including children from diverse backgrounds, and what implications this will have for teaching.(1.2)			
g) Supports children's learning through the use of a range of teaching techniques such as role modelling, scaffolding, and questioning. (1.4, 1.5, 1.6)			
Standard 2 Demonstrates knowledge of the content of Key Learning Areas and the Early Years Learning Framework and how to teach it (links to ULOs 2, 3, 5 and 6).			
a) Identifies appropriate learning outcomes and plans experiences according to children's interests and capabilities. (2.3)			
b) Builds on children's interests and funds of knowledge in planned and spontaneous experiences linking the learning focus to the outcomes of the Early Years Learning Framework.& key learning areas (2.2)			
c) Demonstrates understanding of sequences of learning in the areas of creative arts, language and literacy, mathematics, human society, physical education health and wellbeing and science and technology. (2.2, 2.4, 2.5, 3.2)			
d) Evaluates the effectiveness of learning experiences: the learning focus, resources and pedagogical strategies to inform future planning. (2.1, 2.2, 2.3)			
e) Effectively plans and implements a project with children. (2.2)			
f) Demonstrates ability to follow a sequence of learning in the project to extend children's learning over a period of time(2.3)			

Standard 3. Plans for and implements effective teaching and learning (links to ULOs 4, 5, 6).			
STANDARD	US	B	D
a) Implements planned and spontaneous experiences that integrate creative arts, language and literacy, mathematics, human society, physical education health and wellbeing and science and technology to support children's learning. (3.2, 3.3)			
b) Uses intentional teaching to support children's growing understanding in the areas of science and technology, mathematics, creative arts, literacy, human society, physical education health and wellbeing. (3.2, 3.3, 3.6)			
c) Provides rich and diverse resources that reflect children's social worlds.(3.4)			
d) Provides open ended resources to foster investigation and critical thinking.(3.4)			
e) Provides appropriately challenging experiences. (3.1)			
f) Provides opportunities for the co-construction of knowledge.(3.1)			
g) Evaluates the effectiveness of learning experiences: the learning focus, resources and pedagogical strategies. (3.6)			
h) Incorporates technologies effectively into children's play experiences, learning centres and projects. (3.4, 2.6)			
i) Evaluates the program and in consultation with other educators plans follow up experiences and the inclusion of additional resources to extend children's learning. (3.6)			
j) Effectively manages small and large group experiences and routines. (3.5)			
k) Demonstrates short term and longer term planning to extend children's learning (3.1)			
Standard 4. Creates and maintains supportive and safe learning environments (links to ULOs 3, 6 & 7).			
a) Engages children effectively and motivates independent and co-operative learning. (4.1,)			
b) Uses resources and interactions to support and promote investigation, problem solving and critical thinking in a context of safety. (4.1, 4.2)			
c) Assesses the strengths of the total learning environment. (4.4)			
d) Consults with educators to analyse the learning environment and determine any changes to support children's investigation, problem solving critical thinking and prosocial learning.(4.2, 4.4, 4.5)			
e) Undertakes risk assessment when planning the learning environment (4.4, 4.5)			
f) Reflects on the learning environment. Communicates a rationale for potential modifications in planning learning environments that demonstrates an understanding of safety, space, time, participants and resources-including technologies, small groups, child initiation, predictability and flexibility and understanding of the role of evaluation. (4.1)			
g) Consults with others and takes a lead role in planning and documenting the program that demonstrates balance and choice of learning opportunities. (4.2)			

Standard 5 Assesses, provides feedback and reports on student learning (links to ULO 2).			
STANDARD	US	B	D
l) Demonstrates understanding of the role of observation and assessment of learning in the planning cycle. (5.1, 5.3, 5.4)			
m) Links the evaluation of learning effectively to the outcomes set out in the Early Years Learning Framework. (5.1, 5.5)			
n) Develops a formative assessment of children's learning, development, interests and dispositions demonstrating understanding of relevant theories of learning and development (5.1, 5.4, 5.5)			
o) Develops a summative assessment of children's learning, development, interests and dispositions demonstrating understanding of relevant theories of learning and development (at the end of placement) (5.1, 5.4, 5.5)			
p) Uses evaluation of current skills and funds of knowledge to inform planning. (5.1, 5.4)			
q) Modifies teaching strategies as a result of evaluation of learning experiences and feedback from staff. (5.4, 3.6)			
r) Clearly documents children's learning in ways that are accessible to families. (5.5)			
s) Draws on theory to support the analysis and evaluation of learning. (5.4, 1.2)			
Standard 6 Engages in professional learning (links to ULOs 1 and 8).			
a) Identifies his/her own strengths and areas for further professional growth in relation to the graduate teacher standards for early childhood and primary teaching. (6.1)			
b) Documents and evaluates clear, relevant professional development goals. (6.1)			
c) Demonstrates a high level of personal literacy. (6.1)			
d) Uses appropriate language and vocabulary when interacting with others and in documentation. (6.2)			
e) Documents and evaluates clear, relevant strategies to support progress towards meeting each goal. (6.1)			
f) Articulates own philosophy of teaching and analyses how this will affect practice. (6.1)			
g) Shares documentation of children's learning with staff and families. (, 6.3, 3.7)			

h) Engages in ongoing reflection in a professional learning journal (6.2)			
i) Engages in ongoing reflection and initiates change in teaching practice as a response to feedback from the Mentor Teacher, University Advisor and peers. (6.3, 3.6)			
j) Listens and responds appropriately in conversations with families and educators and responds appropriately to questions and comments. (6.3, 7.3, 5.5, 3.7)			
k) Undertakes an Action Research project (6.4)			
l) Engages in opportunities for professional learning at the centre – e.g. attends meetings, workshops etc. where relevant. (6.4)			
m) Compares and contrasts own philosophy with that of the setting and considers points for negotiation and compromise. (6.2)			
n) Uses curriculum approaches relevant to the setting and own philosophy.(6.2)			

Standard 7 Engages professionally with colleagues, parents/ carers and the community (links to ULO 8)			
STANDARD	US	B	D
a) Maintains privacy and confidentiality in all communications and documentation (7.3)			
b) Engages professionally and ethically with staff and families (7.1)			
c) Works collegially with other pre-service teachers and colleagues in the placement. (7.1)			
d) Works collaboratively with families, sharing information about children's learning. (7.3)			
e) Complies with legislative requirements (7.2)			
f) Complies with setting policies and procedures (7.2)			

Mentor Teacher Feedback

Name: _____ Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least 3 times in each week. Two feedback formats are available for the mentor teacher to use. It is important that whichever feedback format is used, the Mentor teacher links to the Professional Teaching Standards.

Highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

Focus of the feedback:

- ☐ **Professionalism & ethical behavior** (APST 7)
- ☐ **Situational Analysis** (APST 1)
- ☐ **Observations** (APST 1)
- ☐ **Analysis of learning** (APST 2, 3, 5)
- ☐ **Planning** (APST 2, 3)
- ☐ **Professional goals & evaluation** (APST 6)
- ☐ **Interactions with children/staff** (APST 4, 6)
- ☐ **Managing diverse behaviour** (APST 4)

Implementation of Experiences

- ☐ **Teaching strategies** (APST 1, 3)
- ☐ **Children's responses** (APST 1, 3, 4)
- ☐ **Evaluation of the experience including resources, space, time, teaching strategies etc** (APST 1, 2, 3, 4, 5, 6)
- ☐ **Planning of the program** (APST 2, 3, 4)
- ☐ **Set up of the environment** (APST 3, 4)
- ☐ **Other**

Observations and Comments about the focus area:

Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: _____ Date: _____

Pre-Service teacher reflection on feedback

Pre-service Teacher Signature: _____ Date: _____

Mentor Teacher Feedback

Name: _____ Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least 3 times in each week. Two feedback formats are available for the mentor teacher to use. It is important that whichever feedback format is used, the Mentor teacher links to the Professional Teaching Standards. Highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

Focus of the feedback:

- ☐ **Professionalism & ethical behavior** (APST 7)
- ☐ **Situational Analysis** (APST 1)
- ☐ **Observations** (APST 1)
- ☐ **Analysis of learning** (APST 2, 3, 5)
- ☐ **Planning** (APST 2, 3)
- ☐ **Professional goals & evaluation** (APST 6)
- ☐ **Interactions with children/staff** (APST 4, 6)
- ☐ **Managing diverse behaviour** (APST 4)

Implementation of Experiences

- ☐ **Teaching strategies** (APST 1, 3)
- ☐ **Children's responses** (APST 1, 3, 4)
- ☐ **Evaluation of the experience including resources, space, time, teaching strategies etc** (APST 1, 2, 3, 4, 5, 6)
- ☐ **Planning of the program** (APST 2, 3, 4)
- ☐ **Set up of the environment** (APST 3, 4)
- ☐ **Other**

Observations and Comments about the focus area:

Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: _____ **Date:** _____

Pre-Service teacher reflection on feedback

Pre-service Teacher Signature: _____ **Date:** _____

Mentor Teacher Feedback

Name: _____

Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least 3 times in each week. Two feedback formats are available for the mentor teacher to use. It is important that whichever feedback format is used, the Mentor teacher links to the Professional Teaching Standards.

Highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

Focus of the feedback:

- ☐ **Professionalism & ethical behavior** (APST 7)
- ☐ **Situational Analysis** (APST 1)
- ☐ **Observations** (APST 1)
- ☐ **Analysis of learning** (APST 2, 3, 5)
- ☐ **Planning** (APST 2, 3)
- ☐ **Professional goals & evaluation** (APST 6)
- ☐ **Interactions with children/staff** (APST 4, 6)
- ☐ **Managing diverse behaviour** (APST 4)

Implementation of Experiences

- ☐ **Teaching strategies** (APST 1, 3)
- ☐ **Children's responses** (APST 1, 3, 4)
- ☐ **Evaluation of the experience including resources, space, time, teaching strategies etc** (APST 1, 2, 3, 4, 5, 6)
- ☐ **Planning of the program** (APST 2, 3, 4)
- ☐ **Set up of the environment** (APST 3, 4)
- ☐ **Other**

Comments about the focus area:

Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: _____ **Date:** _____

Pre-Service teacher reflection on feedback

Pre-service Teacher Signature: _____ **Date:** _____

Mentor Teacher Feedback

Name: _____ Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least twice (2 times) in each week during weeks 2 – 5 of the placement using either the previous feedback form or this format. **It is required that this format is used at least 3 times during weeks 3-5**

This feedback sheet should be used to highlight any positive aspects of the Pre-service Teacher's knowledge of the children, understanding of key concepts to be taught and teaching practice, or aspects that the Mentor Teacher feels are in need of improvement. To Be used in conjunction with the Experience Plan.

Feedback needs to be linked to the Professional Knowledge and Professional Practice outlined in the Australian Professional Standards for Teachers.

Mentor Teacher comment on planning

In weeks 2 & 3 this will relate to the experience plans. In weeks 4 & 5 this will relate to discussion of planned experiences documented on the program.

Pre-service Teacher knowledge of the children and knowledge of content (understanding of how to extend what children already know and can do).	Pre-service teacher understanding of appropriate strategies to support learning, understanding of differentiated strategies for the diversity of learners, capacity to develop a sequence of learning.	Which Standard descriptors will be observed?

Observation of Pre-service Teacher			
Standard Descriptor	Teaching practice	Observation Strengths	Record of decision against the Standard Descriptor
Focus on standards 1, 2, 3, 4 5 & 6	What teaching and learning strategies did you observe aligned to the Standard Descriptors? What teaching practice did you observe? How did this demonstrate the agreed Standard Descriptors? You can comment here on things like appropriate & challenging learning goals, the structure of the experience, the sequencing of appropriate extensions of learning, effective communication, management of diverse behaviours, assessment of learning and ability to modify practice to better support learning.	Evaluate how well the teacher's practice demonstrated the agreed Standard Descriptors.	Observed / Partially observed / Not observed (select one) Other comments

Reflection		
Standard Descriptor	Pre-service Teacher's reflection on the experience	Mentor's feedback
	What are your key reflections on your teaching practice? How did you demonstrate the agreed Standard Descriptors?	Comment/feedback on the agreed Standard Descriptors that were successfully demonstrated and observed. What advice would you give to assist the further development of the agreed Standard Descriptors that were partially observed or not observed to improve teaching practice?

Pre-service Teacher's signature: _____

Date: _____

Mentor's signature: _____

Date: _____

Mentor Teacher Feedback

Name: _____ Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least twice (2 times) in each week during weeks 2 – 5 of the placement using either the previous feedback form or this format. **It is required that this format is used at least 3 times during weeks 3-5**

This feedback sheet should be used to highlight any positive aspects of the Pre-service Teacher's knowledge of the children, understanding of key concepts to be taught and teaching practice, or aspects that the Mentor Teacher feels are in need of improvement. To Be used in conjunction with the Experience Plan.

Feedback needs to be linked to the Professional Knowledge and Professional Practice outlined in the Australian Professional Standards for Teachers.

Mentor Teacher comment on planning

In weeks 2 & 3 this will relate to the experience plans. In weeks 4 & 5 this will relate to discussion of planned experiences documented on the program.

Pre-service Teacher knowledge of the children and knowledge of content (understanding of how to extend what children already know and can do).	Pre-service teacher understanding of appropriate strategies to support learning, understanding of differentiated strategies for the diversity of learners, capacity to develop a sequence of learning.	Which Standard descriptors will be observed?

Observation of Pre-service Teacher			
Standard Descriptor	Teaching practice	Observation Strengths	Record of decision against the Standard Descriptor
Focus on standards 3, 4 5 & 6	What teaching and learning strategies did you observe aligned to the Standard Descriptors? What teaching practice did you observe? How did this demonstrate the agreed Standard Descriptors? You can comment here on things like appropriate & challenging learning goals, the structure of the experience, the sequencing of appropriate extensions of learning, effective communication, management of diverse behaviours, assessment of learning and ability to modify practice to better support learning.	Evaluate how well the teacher's practice demonstrated the agreed Standard Descriptors.	Observed / Partially observed / Not observed (select one) Other comments

Reflection		
Standard Descriptor	Pre-service Teacher's reflection on the experience	Mentor's feedback
	What are your key reflections on your teaching practice? How did you demonstrate the agreed Standard Descriptors?	Comment/feedback on the agreed Standard Descriptors that were successfully demonstrated and observed. What advice would you give to assist the further development of the agreed Standard Descriptors that were partially observed or not observed to improve teaching practice?

Pre-service Teacher's signature: _____

Date: _____

Mentor's signature: _____

Date: _____

Mentor Teacher Feedback

Name: _____ Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least twice (2 times) in each week during weeks 2 – 5 of the placement using either the previous feedback form or this format. **It is required that this format is used at least 3 times during weeks 3-5**

This feedback sheet should be used to highlight any positive aspects of the Pre-service Teacher's knowledge of the children, understanding of key concepts to be taught and teaching practice, or aspects that the Mentor Teacher feels are in need of improvement. To Be used in conjunction with the Experience Plan.

Feedback needs to be linked to the Professional Knowledge and Professional Practice outlined in the Australian Professional Standards for Teachers.

Mentor Teacher comment on planning

In weeks 2 & 3 this will relate to the experience plans. In weeks 4 & 5 this will relate to discussion of planned experiences documented on the program.

Pre-service Teacher knowledge of the children and knowledge of content (understanding of how to extend what children already know and can do).	Pre-service teacher understanding of appropriate strategies to support learning, understanding of differentiated strategies for the diversity of learners, capacity to develop a sequence of learning.	Which Standard descriptors will be observed?

Observation of Pre-service Teacher			
Standard Descriptor	Teaching practice	Observation Strengths	Record of decision against the Standard Descriptor
Focus on standards 3, 4 5 & 6	What teaching and learning strategies did you observe aligned to the Standard Descriptors? What teaching practice did you observe? How did this demonstrate the agreed Standard Descriptors? You can comment here on things like appropriate & challenging learning goals, the structure of the experience, the sequencing of appropriate extensions of learning, effective communication, management of diverse behaviours, assessment of learning and ability to modify practice to better support learning.	Evaluate how well the teacher's practice demonstrated the agreed Standard Descriptors.	Observed / Partially observed / Not observed (select one) Other comments

Reflection		
Standard Descriptor	Pre-service Teacher's reflection on the experience	Mentor's feedback
	What are your key reflections on your teaching practice? How did you demonstrate the agreed Standard Descriptors?	Comment/feedback on the agreed Standard Descriptors that were successfully demonstrated and observed. What advice would you give to assist the further development of the agreed Standard Descriptors that were partially observed or not observed to improve teaching practice?

Pre-service Teacher's signature: _____

Date: _____

Mentor's signature: _____

Date: _____

Additional Mentor Teacher Feedback

Date: _____

The Mentor Teacher will provide feedback to the Pre-service Teacher at least 3 times in each week. Two feedback formats are available for the mentor teacher to use. It is important that whichever feedback format is used, the Mentor teacher links to the Professional Teaching Standards.

Highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

Focus of the feedback:

- | | |
|---|--|
| <input type="checkbox"/> Professionalism & ethical behavior | <input type="checkbox"/> Implementation of Experiences |
| <input type="checkbox"/> Situational Analysis | <input type="checkbox"/> Teaching strategies |
| <input type="checkbox"/> Observations | <input type="checkbox"/> Evaluation of the experience |
| <input type="checkbox"/> Analysis of learning | including resources, space, time, teaching |
| <input type="checkbox"/> Planning | strategies etc |
| <input type="checkbox"/> Set up of the environment | <input type="checkbox"/> Planning of the program |
| <input type="checkbox"/> Interactions with children/staff | <input type="checkbox"/> Other |

Comments about the focus area:

Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: _____ Date: _____

Pre-Service teacher reflection on feedback

Pre-service Teacher Signature: _____ Date: _____

Mentor Teacher Feedback for Advisor visit

(Formative Report)

Name: _____

Comment on the Pre-service Teacher's leadership capacity within the room:

Comments on Pre-service Teacher's programme and input into the set up of the learning environment:

Comments on Pre-service Teacher's ability manage challenging behaviours:

Comment on Pre-service Teacher's grouping strategies and implementation of group experiences (Large and small)

Comment on Pre-service Teacher's management of routines :

Comment on Preservice Teacher's ability to use teaching techniques and resources to foster investigation, problem solving and critical thinking in their learning experiences:

Does the pre-service teacher demonstrate the skills and knowledge you would expect from a beginning teacher?

Future Goals for Preservice Teacher:

Preservice Teacher's Comments and Goals:

Supervising Teacher's Signature: _____

Date: _____

Preservice Teacher's Signature: _____

Date: _____

Additional Mentor Teacher Feedback

Name: _____ Date: _____

The Mentor Teacher may use either of the feedback formats to provide feedback to the Pre-service Teacher. This feedback sheet should be used to highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

Focus of the feedback:

- | | |
|---|--|
| <input type="checkbox"/> Professionalism & ethical behavior | <input type="checkbox"/> Implementation of Experiences |
| <input type="checkbox"/> Situational Analysis | <input type="checkbox"/> Teaching strategies |
| <input type="checkbox"/> Observations | <input type="checkbox"/> Evaluation of the experience |
| <input type="checkbox"/> Analysis of learning | including resources, space, time, teaching |
| <input type="checkbox"/> Planning | strategies etc |
| <input type="checkbox"/> Set up of the environment | <input type="checkbox"/> Planning of the program |
| <input type="checkbox"/> Interactions with children/staff | <input type="checkbox"/> Other |

Comments about the focus area:

Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: _____ Date: _____

Pre-Service teacher reflection on feedback

Pre-service Teacher Signature: _____ Date: _____

Additional Mentor Teacher Feedback

Name: _____ Date: _____

The Mentor Teacher may use either of the feedback formats to provide feedback to the Pre-service Teacher. This feedback sheet should be used to highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

Focus of the feedback:

- | | |
|---|--|
| <input type="checkbox"/> Professionalism & ethical behavior | <input type="checkbox"/> Implementation of Experiences |
| <input type="checkbox"/> Situational Analysis | <input type="checkbox"/> Teaching strategies |
| <input type="checkbox"/> Observations | <input type="checkbox"/> Evaluation of the experience |
| <input type="checkbox"/> Analysis of learning | including resources, space, time, teaching |
| <input type="checkbox"/> Planning | strategies etc |
| <input type="checkbox"/> Set up of the environment | <input type="checkbox"/> Planning of the program |
| <input type="checkbox"/> Interactions with children/staff | <input type="checkbox"/> Other |

Comments about the focus area:

Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: _____ Date: _____

Pre-Service teacher reflection on feedback

Pre-service Teacher Signature: _____ Date: _____

Summary of Impact

Completed by Teacher Education Student

Teacher Education Student: _____

MentorTeacher: _____

Date: ____ / ____ / ____

Case Study Focus Children

Discussion

Link to Graduate Teacher Standards

Provide a summary of impact on the learning of the three Case Study Focus Children (you set some goals for each focus child early in the placement, did you achieve the goals? What new learning was evident for each focus child by the time you completed placement?)

Write a critical reflection on your own teaching practice in terms of a) the teaching & learning cycle of planning, teaching and assessing, reflecting on feedback/observation/children's data and b) your ability to document and evaluate the program for the room.

<p>Write a critical reflection on your capacity to manage small and large groups, effectively incorporate a range of resources, manage time and manage any challenging behaviours.</p>	
<p>From your critical reflection, what future professional learning would you undertake to improve your teaching practice.</p>	

EXPO Presentation

Student Name: _____

Student Number: _____

Criteria	Satisfactory	Unsatisfactory
Presentation 1. Sets the context	<ul style="list-style-type: none"> - Briefly introduces the context - Outlines their own philosophy and how that is implemented - Analyses the way in which the context and philosophy has influenced practice 	<ul style="list-style-type: none"> - No or limited introduction to the context. - No or limited outline of philosophy and its implementation - No or limited analysis of how the context and philosophy influences their practice.
2. Identifies how own practice addresses the Professional Teaching Standards (Graduate level) The oral presentation provides a rationale for how/why the evidence was chosen.	<ul style="list-style-type: none"> - Connects own teaching practices to achievement of the Graduate Teaching Standards. - Identifies the standard and descriptor/s. - Clear, concise identification of the evidence chosen and the contextual information surrounding it. - Clear, concise analysis and discussion of how the evidence demonstrates capacity to meet the standard. - Provides a range of examples - Links to theory/literature to support curriculum decision making - Clear and concise description and analysis of the impact of own teaching on children's participation and learning 	<ul style="list-style-type: none"> - None or limited connections made between own teaching practices and the Graduate Teaching Standards. - Does not identify the standard and descriptors - Limited identification of the evidence and/ or the context giving rise to the evidence. - Description of the evidence and limited analysis /discussion of how the evidence supports achievement of the standard - Little or no link to theory/literature - Little evidence that teaching has had an impact on children's learning
. Reflects on own professional learning (Evidence of critical reflection on own learning in oral presentation.)	The pre-service teacher has identified their own strengths and areas for development They have : <ul style="list-style-type: none"> - Developed and evaluated 4-6 professional Goals - Reflected on feedback from the Mentor teacher and others - Changed practice as a result of feedback - Reflected on their own assessment of the effectiveness of their teaching practices - Identified goals for future learning 	<ul style="list-style-type: none"> - No or limited identification of strengths and areas for development - Goals not articulated or very superficial - Little evidence of reflecting on feedback and changing practices - Little or no evidence of personal reflection on learning during the placement - No future goals identified.
4. Impact of teaching	<ul style="list-style-type: none"> - Clear and concise description and analysis of the impact of own teaching on children's participation and learning - Provides evidence and links evidence to goals set for focus children 	<ul style="list-style-type: none"> - Little evidence that teaching has had an impact on children's learning - Does not link back to goals set for focus children

<p>5. Case Study Sets the context</p>	<p>Situational Analysis</p> <ul style="list-style-type: none"> - Introduces the context - Compares and contrasts own philosophy with that of the setting - Provides an overview of the room - Analyses the way in which the context and philosophy has influenced their practice during placement. 	<ul style="list-style-type: none"> - No or limited introduction to the context. - No or limited comparison of philosophy - No or limited analysis of how the context and philosophy influences their practice.
<p>6. . Focus children & teaching</p>	<p>Focus Child Summaries</p> <ul style="list-style-type: none"> - Clear and concise analysis of focus children's funds of knowledge, dispositions and skills at the commencement of placement and goals for achievement during the placement. - Clear and concise identification of focus children's achievements at the end of the placement <p>Project</p> <ul style="list-style-type: none"> - Clear, concise description and analysis of planning and implementation of project, - Experiences and achievement of outcomes/ learning intentions for focus children and others. - Clear, concise description/ narrative of the progression of the project and analysis of the child driven sequence of learning in the project and other experiences. - Project plans linked to KLA's and EYLF (v2.0) 	<ul style="list-style-type: none"> - Little information about the focus children and the directions taken in planning their learning - Limited information about focus children's achievements at the end of the placement - Little information about the project, the direction taken, overview of experiences and achievement of learning intentions including focus children's learnings - Little reference to or linking of project and experiences to KLA's and/or EYLF (v2.0) - Limited or no evidence of child driven sequence of learning in project/experiences.
<p>7. Identified Experiences - Planning, implementation, evaluation and reflection</p>	<ul style="list-style-type: none"> - Plans identify clear and focused learning intention linked to curriculum concept areas and to EYLF (v2.0) - Learning intent demonstrates understanding of content to be taught - Plans clearly identify the way in teaching was differentiated to take account of each focus child's learning dispositions, funds of knowledge and skills - Links to theory/literature to support curriculum decision making - Program planning demonstrates understanding of the planning cycle 	<ul style="list-style-type: none"> - Plans show only a very broad learning intention - Little or no link to Key concepts or EYLF (v2.0) - Learning intent demonstrates little understanding of concepts/skills to be taught - Limited analysis of the way teaching was differentiated to take account of each focus child's learning dispositions, funds of knowledge and skills - Limited or no links to theory - Limited evidence of understanding the planning cycle

8. Reflection on Impact as a teacher	<ul style="list-style-type: none"> - Reflected on their own assessment of the effectiveness of their teaching practices - Identified goals for future learning 	<ul style="list-style-type: none"> - Little or no evidence of personal reflection on learning during the placement
9. Demonstrates the oral and written literacies expected of a Graduate Teacher	<ul style="list-style-type: none"> - The case study and presentation are clearly written with no (very limited) spelling or grammatical errors - Clear and easy to follow presentation. - Does not read from notes 	<ul style="list-style-type: none"> - Little evidence of editing presentation - spelling and typographic errors evident. - Reads the presentation, or is unsure of what they are saying. - Lacks confidence.

Following the Presentation and assessment of documentation:

Outcomes 1 – 8 achieved ☐ OR Progressing towards meeting outcomes ☐

University Advisor's Name: _____ Signature: _____ Date: _____

**** If any Standard has not been met at the Expo the pre-service teacher must be placed as At Risk ****

Standards not yet met at EXPO_____ (date)

This places the Pre-service Teacher “At Risk” of failing the unit and an ‘At Risk’ form must also be completed.

Standard numbers:

Indicators that need further attention: (list e.g. 6c etc.)

Specific goals for achievement of Standards:

Date for reassessment: _____

Reassessment Comments:

Standard/s met: Yes ☐ No ☐

University Advisor /signature: _____Date: _____

Unit Co-ordinator

Pre-service Teacher signature: _____Date: _____

Professional Experience 3 -5 Years

Peer Learning Circles

Pre-service Teachers are entitled to one hour per week (during block placement) to engage in a Peer Learning Circle (PLC). The purpose of the PLC is to reflect on previous Community of Practice Circles (CPCs), and professional experience, and to plan for future tasks such as CPC tasks, outcome achievement and goal setting. The Mentor Teacher may also use a portion of this time to provide and discuss feedback with the Pre-service Teacher. Pre-service Teachers who are completing professional experience without a peer present at the setting should organize to meet with one or two peers for a regular PLC.

Date: _____ **Start Time:** _____ **Finish Time:** _____
(1 hour)

Names of attendees:

Focus of discussion:

Identification of focus outcome/s and indicators for this PLC:

Summary of group planning for future work and next CPC:

Individual Future goals:

Supervising Teacher feedback:

Pre-service Teachers' signatures: _____

Students Requiring Additional Support or At Risk of Failure

There are occasions where Pre-service Teachers do not make satisfactory progress and require additional support. The purpose behind completing the following documentation is to assist the Mentor Teacher and the School/Centre Coordinator to identify specific areas of concern to the Pre-service Teacher. Once the concerns have been raised, a learning plan must be put into place in order to assist the Pre-service Teacher to address the issues and achieve the goals set within a specific yet reasonable number of days.

Most Pre-service Teachers do not require further support after Meeting 1 and the completion of the Learning Plan. However some may require additional guidance if the concerns raised have not been fully addressed, which is decided at Meeting 2.

For those Pre-service Teachers who have not made the required improvements within 5-10 days, an At Risk Meeting should be scheduled including the development of a second Learning Plan to support and give them the opportunity to improve. Again, there is a specified but reasonable time limit placed on achieving the outcomes named in the At Risk form. Following the implementation of the At Risk form there should be a meeting to determine if the Pre-service Teacher is going to receive a Satisfactory or an Unsatisfactory grade.

Pre-service Teachers and the Mentor Teachers must sign all documentation and be given a fully signed and completed copy for their records. All documentation must be faxed or emailed to the Professional Experience Office as soon after each meeting as possible, for University records.

Please send to the Professional Experience Office

EMAIL: ECProfessionalExperience@westernsydney.edu.au

It is important that Pre-service Teachers who may be at risk of receiving an Unsatisfactory result are given an opportunity to improve their practice and to act on advice. Identification should be made within the first week of the first block professional experience and the due process followed carefully.

Furthermore, in a small number of situations students may be deemed unsatisfactory in their placement for reasons other than their level of teaching skills, such as inappropriate attitudes and behaviour towards students and staff. In these instances a recommendation from the At Risk Committee of Advice or directly from the hosting school/centre that the Pre-service Teacher be withdrawn prior to the completion of the placement may need to be made. In such cases the Professional Experience Academic Director may terminate the placement at this stage.

In these circumstances, a process of review and remediation is activated and must be completed before the Pre-service Teacher is able to undertake a further professional experience unit.

Progression Chart for Pre-Service Teachers Requiring Additional Support or At Risk of Failing

NOTIFICATION OF CONCERN:

Organise meeting with University Advisor and Pre-service Teacher. Complete and submit.

FORM 1: NEED FOR ADDITIONAL SUPPORT – LEARNING PLAN A



MEET AND EVALUATE PROGRESS:

Organise meeting with University Advisor and Pre-service Teacher to discuss outcomes and complete and submit **FORM 2: PRE-SERVICE TEACHER REQUIRING ADDITIONAL SUPPORT**

Pre-service Teacher makes SATISFACTORY improvement. Continue normal supervision of Pre-service Teacher.

Pre-service Teacher does not meet requirements of Learning Plan A.

NOTIFICATION OF ONGOING CONCERN:

Organise meeting with University Advisor and Pre-Service Teacher and complete and submit **FORM 3: PRE-SERVICE TEACHER IS AT RISK OF FAILING PROFESSIONAL EXPERIENCE - LEARNING PLAN B.**

START HERE If Initial Concern is raised at any time after part one of the professional experience



MEET AND EVALUATE PROGRESS:

Organise **FINAL** meeting with University Advisor and Pre-service Teacher and complete and submit **FORM 4: OUTCOME OF PRE-SERVICE TEACHER AT RISK OF FAILING PROFESSIONAL EXPERIENCE.**

Pre-service Teacher makes SATISFACTORY improvement. Continue normal supervision of Pre-service Teacher.

Pre-service Teacher does not meet requirements of Learning Plan B.

Advise University Advisor and Pre-Service Teacher that an **UNSATISFACTORY** grade will be awarded for Professional Experience.

Please ensure all documentation is submitted to the Professional Experience Office – email ECProfessionalExperience@westernsydney.edu.au following each Meeting

Form 1
**School of Education – Master of Teaching
 (Birth – 5 Years/ Birth – 12 Years)
 Need for Additional Support
 LEARNING PLAN A**
Meeting Date: _____

Unit: Professional Experience Birth – 2 years – TEAC7104 ☐

 Professional Experience 3-5 years – TEAC7103 ☐
Pre-service Teacher: _____

ID: _____

Setting: _____

Mentor Teacher: _____

UWS Advisor: _____

Establish goals/strategies for Pre-service Teacher to improve & set an appropriate timeframe for achievement.

Areas Causing Concern		Action by the Pre-service Teacher	Support provided by the Mentor Teacher	Date for Achievement
1.				
2.				
3.				
5.				

Scheduled time, date and place of follow-up Meeting, where Form 2 is to be completed: _____ -

Signatures:
Preservice Teacher: _____

Mentor Teacher: _____

University Advisor: _____

Additional Members: _____

Please note: At the conclusion of the meeting, fully signed copies of this form are to be provided to the Pre-service Teacher & UWS Advisor, before forwarding to the Professional Experience Office – email; ECProfessionalExperience@westernsydney.edu.au

Form 2 School of Education - Master of Teaching
(Birth – 5 Years/ Birth – 12 Years)
Pre-service Teacher Requiring Additional Support

Meeting Date: _____ (To discuss outcomes of Learning Plan A)

Pre-service Teacher: _____ **ID:** _____

Unit: Professional Experience Birth – 2 years – TEAC7104 ☐ Professional Experience 3-5 years – TEAC7103 ☐

School: _____

Mentor Teacher: _____ **Contact phone:** _____

Email: _____

Additional Member/s: _____

UWS Advisor: _____

Name of person making notification: _____

e.g. Name of Mentor Teacher, PE Coordinator, UWS Advisor

Outcome of Learning Plan A Meeting:

Following completion of the recommended actions on **Form 1: “Need for Additional Support – Learning Plan A”**:

☐ The Pre-service Teacher is likely to make ‘**Satisfactory**’ progress

Outcome recorded by: ☐ Mentor Teacher ☐ UWS Advisor

☐ The Pre-service Teacher **has not** made significant improvement.

To advise the Pre-service Teacher of expectations for improvement, immediately complete **Form 3: Pre-service Teacher is At Risk of Failing Professional Experience - Learning Plan B**.

Outcome recorded by: ☐ Mentor Teacher ☐ UWS Advisor

Signatures

Mentor Teacher: _____
Pre-service Teacher: _____
UWS Advisor: _____

Please note: At the conclusion of the meeting, fully signed copies of this form are to be provided to the Pre-service Teacher & UWS Advisor, before forwarding to the Professional Experience Office email: ECProfessionalExperience@westernsydney.edu.au

Form 3
School of Education - Master of Teaching
(Birth – 5 Years/ Birth – 12 Years)
Pre-service Teacher is At Risk of Failing Professional Experience
LEARNING PLAN B
Meeting Date: _____

Unit: Professional Experience Birth – 2 years – TEAC7104 ☐

 Professional Experience 3-5 years – TEAC7103 ☐
Pre-service Teacher: _____

ID: _____

Setting: _____

Mentor Teacher: _____

UWS Advisor: _____

Establish goals/strategies for Pre-service Teacher to further improve & set an appropriate timeframe for achievement.

	Areas Causing Concern	Action by the Pre-service Teacher	Support provided by the Mentor Teacher	Date for Achievement
1.				
2.				
3.				
4.				
5.				

Scheduled time, date and place of follow-up Meeting, where Form 4 is to be completed _____

Signatures:
Pre-service Teacher: _____

Mentor Teacher: _____

University Advisor: _____

Additional Members: _____

Please note: At the conclusion of the meeting, fully signed copies of this form are to be provided to the Pre-service Teacher & UWS Advisor, before forwarding to the Professional Experience Office – Fax: 4736 0407; ECProfessionalExperience@westernsydney.edu.au

Form4
(Step 4)

School of Education - Master of Teaching
(Birth – 5 Years/ Birth – 12 years)
Outcome of Pre-service Teacher is At Risk of Failing Professional Experience
Meeting _____ *(to discuss Learning Plan B)*
Date: _____

Pre-service Teacher: _____ **ID:** _____

Unit: **Professional Experience** ☐ **Professional Experience 3-5** ☐
Birth – 2 years – TEAC7104 years – TEAC7103

School: _____

Mentor Teacher: _____ **Contact Phone:** _____
Email: _____

Additional Member/s: _____

UWS Advisor: _____

Name of person making notification: _____
e.g. Mentor Teacher, PE Coordinator, UWS Advisor

Outcome (please tick one):
☐ Pre-service Teacher is likely to make “**Satisfactory**” progress

Comments:

☐ Pre-service Teacher will receive an “**Unsatisfactory**” Grade in the Professional Experience

Comments:

Name	Signature	Date
Mentor Teacher:		
University Advisor:		
Pre-Service Teacher:		
Unit Coordinator		