

**School of Education****Master of Teaching (Early Childhood, Early Childhood/Primary)****TEAC7103: Professional Experience 3-5 Years****FINAL REPORT****Semester 2 (Spring) 2025**

30-day placement with children over the age of 3 years

<b>Dates of Professional Experience:</b> [There are 5 orientation/observation days and 25 days working with children, planning and documenting children's learning]	TO
<b>Pre-service Teacher's Name:</b>	
<b>Pre-service Teacher's ID Number:</b>	
<b>Centre/Setting Name:</b>	
<b>Supervising Teacher's Name:</b>	
<b>University Advisor's Name:</b>	

**Professional Experience Team:**

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Pre-service Teacher Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
[click box to add tick]

Criteria	Satisfactory	Unsatisfactory
<b>1. Demonstrates knowledge of children and how they learn (links to ULO 2)</b>		
a. Maintains a child portfolio for each focus child		
b. Uses a range of techniques to observe and document children's play, learning, interests, dispositions and relationships.		
c. Demonstrates understanding of children, their family and community contexts in planning for children's learning.		
d. Provides evidence of ongoing documentation about the learning, development, interests, strengths and dispositions of each child in the focus group.		
e. Shares documentation of children's learning with staff and families.		
f. Provides an initial child summary outlining children's funds of knowledge across Key Learning Areas, interests, dispositions and relationships		
g. Demonstrates an understanding of theory and research about how children learn, including children from diverse backgrounds, and what implications this will have for teaching.		
h. Supports children's learning through the use of a range of teaching techniques such as role modelling, scaffolding, and questioning.		
<b>2. Demonstrates knowledge of the content of Key Learning Areas and the learning outcomes in the Early Years Learning Framework, and how to teach it (links to ULOs 2, 3, 5 and 6).</b>		
a. Identifies appropriate learning foci and plans experiences according to children's interests and capabilities.		
b. Builds on children's interests and funds of knowledge in planned and spontaneous experiences linking the learning intent/outcome to the outcomes of the Early Years Learning Framework.		
c. Provides rich and diverse resources that reflect children's social worlds.		
d. Evaluates the effectiveness of learning experiences: the learning focus, resources and pedagogical strategies.		
e. Effectively plans and implements a project with children.		
f. Demonstrates ability to follow a sequence of learning in the project to extend children's learning over a period of time.		

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Criteria	Satisfactory	Unsatisfactory
<b>3. Plans for and implements effective teaching and learning (links to ULOs 4, 5, 6)</b>		
a. 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.		
b. Implements planned and spontaneous experiences that integrate creative arts, language and literacy, mathematics, human society, physical education health and wellbeing and science and technology in ways that support children's learning.		
c. Demonstrates understanding of sequences of learning in the areas of language and literacy, mathematics, human society, creative arts, physical education health and wellbeing and science and technology.		
d. Provides open-ended resources to foster investigation and critical thinking.		
e. Provides opportunities for the co-construction of knowledge.		
f. Incorporates technologies effectively into children's play experiences, learning centres and projects.		

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Criteria	Satisfactory	Unsatisfactory
<b>4. Creates and maintains supportive and safe learning environments (links to ULOs 3, 6 and 7)</b>		
a. Engages children effectively and motivates independent and co-operative learning.		
b. Uses resources and interactions to support and promote investigation, problem solving and critical thinking in a context of safety.		
c. Encourages children to express their ideas and represent them in a variety of ways.		
d. Asks open-ended questions and follow up questions to encourage the development of deep thinking.		
e. Provides appropriately challenging experiences.		
f. Assesses the strengths of the total learning environment.		
g. Consults with educators to analyse the total learning environment and determine any changes to support children's investigation, problem solving critical thinking and prosocial learning.		
h. Outlines potential modifications and communicates a rationale in planning indoor and outdoor 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.		
i. Consults with others and takes a lead role in planning and documenting the program.		
j. Evaluates experiences and the learning evident during the day and in consultation with others plans follow up experiences to extend children's learning.		
k. Effectively manages small and large group experiences and routines.		

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Criteria	Satisfactory	Unsatisfactory
<b>5. Assesses, provides feedback and reports on student learning (links to ULO 2)</b>		
a. Demonstrates understanding of the role of observation and assessment in the learning cycle.		
b. Links the evaluation of learning effectively to the outcomes set out in the Early Years Learning Framework.		
c. Uses evaluation of current skills and funds of knowledge to inform planning.		
d. Evaluates the effectiveness of learning experiences: the learning intent, resources and pedagogical strategies.		
e. Modifies teaching strategies as a result of evaluation of learning experiences.		
f. Clearly documents children's learning in ways that are accessible to families.		
g. Draws on theory to support the analysis and evaluation of learning.		
<b>6. Engages in professional learning (links to ULOs 1 and 8)</b>		
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.		
b. Documents and evaluates clear, relevant professional development goals.		
c. Documents and evaluates clear, relevant strategies to support progress towards meeting each goal.		
d. Articulates own philosophy of teaching and analyses how this will affect practice.		



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Criteria	Satisfactory	Unsatisfactory
<b>7. Engages professionally with colleagues (links to ULO 8)</b>		
a. Demonstrates a high level of personal literacy.		
b. Uses appropriate language and vocabulary when interacting with others and in documentation.		
c. Engages in ongoing reflection and initiates change in teaching practice as a response to feedback from the Supervising Teacher, University Advisor and peers.		
d. Listens and responds appropriately in conversations with families and educators and responds appropriately to questions and comments.		
e. Compares and contrasts own philosophy with that of the setting and considers points for negotiation and compromise.		
f. Uses curriculum approaches relevant to the setting and own philosophy.		
g. Works collegially with other pre-service teachers and colleagues in the placement.		
h. Works collaboratively with families.		
i. Engages in opportunities for professional learning at the centre – e.g. attends meetings, workshops etc. where relevant.		



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<b>8. Placement Administration</b>	
a. How many days placement were completed by the Pre-service Teacher (This should be a total of 30 days - 5 lead in and 25 experience days)	
b. Did the Pre-service Teacher consistently adhere to ethical and professional responsibilities?	
c. Was the Pre-service Teacher notified as Requiring Additional Support (RAS) (If yes, please attach documentation)	
d. Was the Pre-service Teacher notified as At Risk (AR) (If yes, please attach documentation)	

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**Supervising Teacher's Summative Comments and Future Goals for Pre-service Teacher:***Signature:**Date:***Pre-service Teacher's Reflective Comments and Future Goals:***Signature:**Date:*

Please save the completed form and then send to the Pre-service Teacher. The Pre-service Teacher requires a fully signed Final Report to submit to the Subject Coordinator before their EXPO presentation and upload electronically to the Subject's vUWS platform.