



School of Education

Bachelor of Education (Early Childhood)

TEAC4009: Professional Practice 3–5 Years

FINAL REPORT

30-day placement with children aged over 3 years

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

Pre-service Teacher Name: _____ Student Number: _____

[click box to add tick]

Criteria	Satisfactory	Unsatisfactory
Standard 1: Demonstrates knowledge of children and how they learn (links to SLO 2 & 3)		
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 SLOs 1, 2, 3, 5 and 7)		
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. and 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)	☐	☐

Pre-service Teacher Name: _____ Student Number: _____

Criteria	Satisfactory	Unsatisfactory
Standard 3: Plans for and implements effective teaching and learning (links to SLOs 3, 4, 5, 6 & 7)		
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 educator's 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)	☐	☐

Pre-service Teacher Name: _____ Student Number: _____

Criteria	Satisfactory	Unsatisfactory
Standard 4: Creates and maintains supportive and safe learning environments (links to SLOs 3, 6 7 & 8)		
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)	☐	☐
k. Effectively manages small and large group experiences and routines.	☐	☐

Pre-service Teacher Name: _____ Student Number: _____

Criteria	Satisfactory	Unsatisfactory
Standard 5: Assesses, provides feedback and reports on student learning (links to SLO 1 & 2)		
a) Demonstrates understanding of the role of observation and assessment of learning in the planning cycle. (5.1, 5.3 & 5.4)	☐	☐
b) Links the evaluation of learning effectively to the outcomes set out in the Early Years Learning Framework. (5.1 & 5.5)	☐	☐
c) 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)	☐	☐
d) 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)	☐	☐
e) Uses evaluation of current skills and funds of knowledge to inform planning. (5.1 & 5.4)	☐	☐
f) Modifies teaching strategies as a result of evaluation of learning experiences and feedback from staff. (5.4 & 3.6)	☐	☐
g) Clearly documents children's learning in ways that are accessible to families. (5.5)	☐	☐
h) 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 6)		
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)	☐	☐

Pre-service Teacher Name: _____ Student Number: _____

Criteria	Satisfactory	Unsatisfactory
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 1)		
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)	☐	☐
8. Placement Administration		
a. How many days placement was 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)		

Pre-service Teacher Name: _____ Student Number: _____

Supervising Teacher's Summative Comments and Future Goals for Pre-service Teacher:

Supervising Teacher Signature:

Date:

Pre-service Teacher's Reflective Comments and Future Goals:

Pre- Service Teacher Signature:

Date:

Please provide the original copy of the completed form to the Pre-service Teacher. They require a fully signed Final Report to submit to the Subject Coordinator prior to their EXPO presentation and to upload electronically to the Subject's Ultra platform.