

3235EDN

English in the Early Years of School

Bachelor of Education

Professional Experience Handbook

School of Education and Professional Studies

Professional Experience enquiries should be directed to:

Course Convenor	https://www.griffith.edu.au/study/courses/english-in-the-early-years-of-school-3235EDN#trimester-3-online
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Professional Experience Office

Contacts for Preservice Teachers	Email: PST@griffith.edu.au Email: educationconnect@griffith.edu.au Email: studentconnect@griffith.edu.au Email: PEX-crisis@griffith.edu.au
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Contacts for School Coordinators and Supervising Teachers	Email: PEO@griffith.edu.au Payment Email: PEO-payments@griffith.edu.au Primary Schools: (07) 5552 7323 / (07) 5552 7486 Secondary Schools: (07) 3735 5977 / (07) 5552 9784
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General Information: <https://www.griffith.edu.au/arts-education-law/school-education-professional-studies/professional-experience-placements>

IMPORTANT

Absences

Preservice Teachers are to attend 80 percent of the tutorials pre-and post-PEX in order to be permitted to commence the PEX and have the PEX result carry over. Students who do not meet the threshold attendance will be withdrawn from the PEX or will not have the result carried over.

Preservice Teachers are to attend 100 percent of allocated days in order to successfully complete each professional experience. All missed days **must** be made up.

All missed days must be approved for make up through Sonia and completed as agreed.

If there is a serious reason requiring absence from professional experience, that morning before school the Preservice Teacher is to contact:

- the School Coordinator
- the Griffith University Liaison

Then, **as soon as possible:**

- obtain a medical certificate or other documentary evidence if absent for more than one day (even if not consecutive)
- negotiate with the Supervising Teacher appropriate days to make up the absence
- complete and submit a **'Record of Absence/Make-Up Day'** form on Sonia for approval **prior** to the commencement of the make up day(s). If absent for a second or subsequent day, attach a medical certificate or other documentary evidence which substantiates the absence. Remember to provide a copy to the school.

More than one missed day will require a medical certificate or other documentary evidence whether or not these days occur consecutively during the professional experience

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Essential information and forms relating to all professional experiences can be found in the Professional Experience Guidelines.

This document has been sent to all School Coordinators.
Preservice Teachers will find this document on SONIA.

Queensland Professional Experience Reporting Framework Resources (DET)

Professional Experience Checklist – Roles and responsibilities for professional experience

<https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-checklist.pdf>

Professional Experience Glossary – Key terms and acronyms <https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-glossary.pdf>

Professional Experience Reflections – For completion at conclusion of each placement

<https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-reflection.pdf>

Overview of professional experiences

Griffith University is committed to developing highly capable graduates for the teaching profession. Within the Bachelor of Education, Preservice Teachers undertaking the Primary/Early Childhood Education (ECE) double major complete the following PEx in line with the Australian Children's Education and Care Quality Authority (ACECQA) and the Australian Institute for Teaching and School Leadership (AITSL) accreditation.

Early Childhood Specific Professional Placements:

- 15 days supervised professional experience in a P-3 setting within 3235EDN – English in the Early Years of School.
- 20 days supervised professional experience in a setting catering for 0-5 years within 2024HSV – Engagement with Children. **Note:** A minimum of 10 of these days must be undertaken with children 0-35 months.
- 20 days supervised professional experience in a setting catering for 3-5 years within 3405EDN - Supporting Young Children's Pro-Social Behaviour. **Note:** This professional experience must be undertaken in a prior-to-school setting (e.g. kindergarten, childcare).
- 30 days supervised professional experience in an the early years of schooling within 4888EDN – The Griffith Graduate Teacher

Additional supervised professional experience is undertaken with children 5-8 years of age within the Primary Major.

Overview of course

Course Name: English in the Early Years of School

Course code: 3235EDN

15 days supervised placement in schools. Griffith provides University Liaisons to support School Coordinators, Supervising Teachers and Preservice Teachers during the placement.

All days are compulsory. Missed days including public holidays, must be made up. Allocated professional experience days may not be varied. In the event of extenuating circumstances, please refer to *Absences* in Professional Experience Guidelines.

Preservice Teachers are assessed by their supervisor and an Interim and Final Report completed.

Successful completion at a 'progressing satisfactorily' level is required for Preservice Teachers to continue onto the next professional experience placement in the following year.

English in the Early Years of School in the Primary/ECE double major entails lectures online and real time online tutorial attendance and active participation, as well as a professional experience placement in the early years of school (Prep – Year 3). It includes observation and monitoring of children, program planning and decision-making, and teaching and reflecting on practice with an emphasis on the teaching of language, literature and literacies and using the professional standards for teachers (AITSL). In addition, 3235EDN PSTs will plan, teach and assess in all other ACARA curriculum areas including Mathematics, HPE, Science, Technology, HASS and The Arts. These courses have been completed prior to the 3235EDN placement.

Duty of care

The Preservice Teacher and the Supervising Teacher have a legal 'Duty of Care' during the professional experience which means they both have a professional and a moral obligation to look after those placed in their care.

Preservice Teachers in this professional experience placement are to be closely supervised throughout. It must be recognised that a Preservice Teacher is learning at all times under the direction and supervision of the teacher with whom they are placed.

To this end, the Supervising Teacher is ultimately responsible for the safety of their school students/children in the school/site. The Preservice Teacher, however, is required to act with vigilance and caution ensuring the health, safety and well-being of all pupils.

Professional experience dates

Bachelor of Education – Primary – Early Childhood Education Major

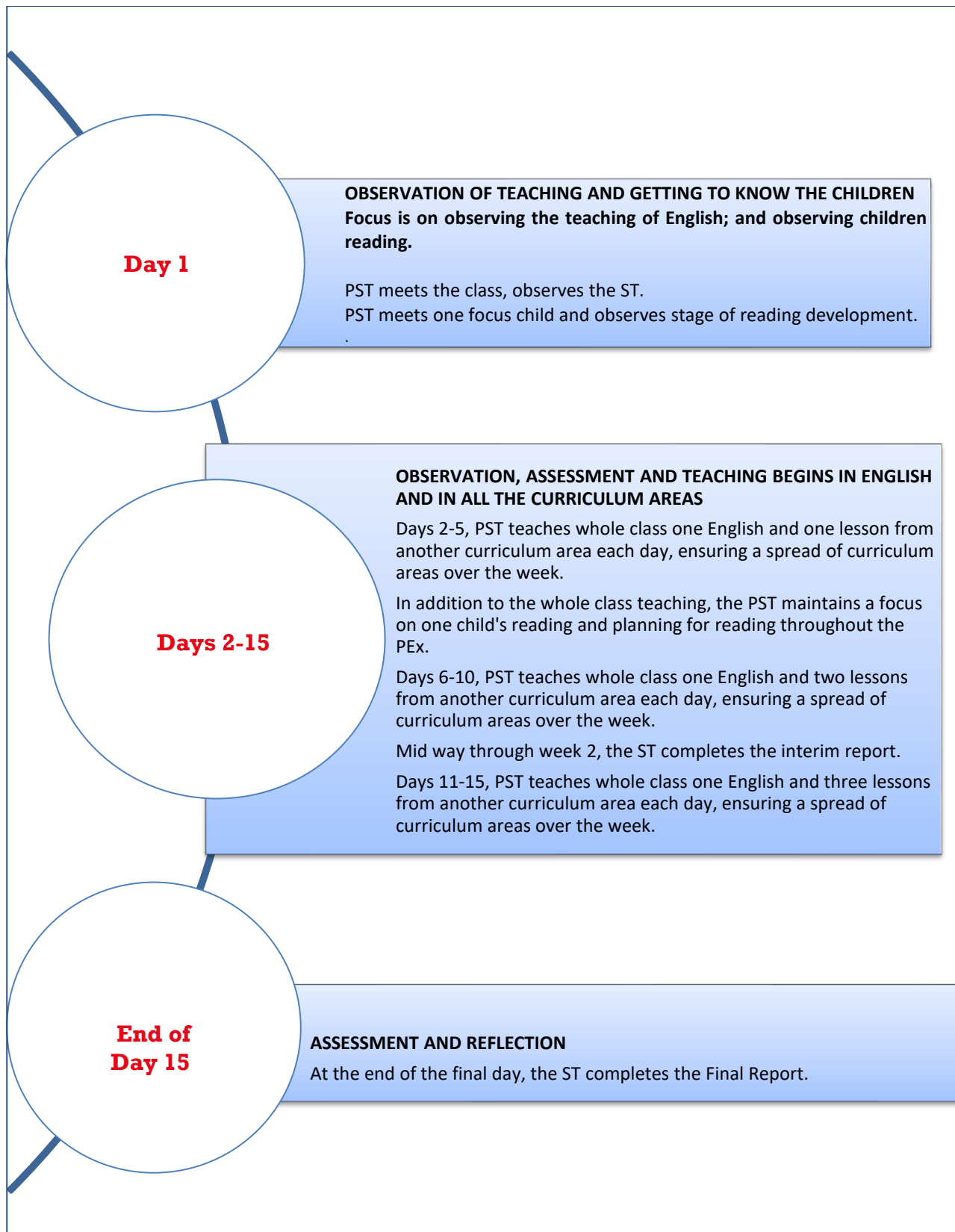
Placement	15 days in a P-3 setting
Placement arrangement	One Preservice Teacher per classroom
Duration	Monday – Friday over a 3-week block
Interim Report	Wednesday of the second week or on the 8 th day of the placement
Final Report	Friday of the last week or on the 15 th day of the placement

All professional experience days are **compulsory**. Allocated professional experience days may not be varied. In the event of extenuating circumstances, please refer to **Absences** in *Professional Experience Guidelines*. Absence information is also available inside the front cover of this handbook.

Preservice Teachers are not to plan holidays immediately after the professional experience block as make up days may be required to meet the requirements of the professional experience placement.

Professional experience requirements

For the period of the placement, Supervising Teachers are asked to provide opportunities for guided learning that involve:



A guide to using the criteria for making judgements of Preservice Teachers

- The School of Education and Professional Studies, Griffith University, values our school partnerships and emphasises that learning to become a teacher is a joint responsibility.
- Griffith will support you with a visiting Griffith University Liaison in SEQ or a video call if outside SEQ.
- We view the school placement as a continuation of the Preservice Teacher learning that has begun on campus.

The following table is a brief overview of the learning continuum this trimester using the five criteria from the report and showing the relationship with the Australian Professional Standards for Graduate Teachers (APSGT).

Learning to become a teacher		
Criteria	University Site - the 3235EDN course led by academics	School Site - the school and supervisors
1. Know children and how they learn <i>APSGT 1.1, 1.3, 1.5</i>	<ul style="list-style-type: none"> • build knowledge of how physical, social and intellectual development affects learning • build knowledge of learners and their diversity • build knowledge of responsive teaching strategies • provide lectures and tutorials using experienced teachers 	<ul style="list-style-type: none"> • provide general advice on learners and their diversity • make explicit how to take account of diversity • provide specific advice on the development of children • provide advice and feedback on responsive teaching strategies
2. Know the content and how to teach it. <i>APSGT 2.1, 2.2, 2.5</i>	<ul style="list-style-type: none"> • build familiarity with the English curriculum through the design of lessons/learning experiences • Develop knowledge of the repertoires of reading development • teach and enable demonstration of specific strategies for teaching English • provide lectures and tutorials delivered by experienced teachers 	<ul style="list-style-type: none"> • make alignment of lessons with the Australian Curriculum explicit • advise on the process of teaching English (especially reading) • model the teaching of all other curriculum areas (Maths, HPE, Science, Technology, HASS and The Arts). • provide feedback on Preservice Teacher's observations of Supervising Teacher's lessons • Model verbal and non-verbal communication strategies to engage children
3. Plan for and implement effective teaching and learning <i>APSGT 3.1, 3.2, 3.4, 3.5</i>	<ul style="list-style-type: none"> • teach and enable practice in planning • teach, and practise the use of age-appropriate pedagogies • teach and practice effective communication strategies • provide lectures and tutorials delivered by experienced teacher 	<ul style="list-style-type: none"> • advise on preferred planning templates; guided planning • introduce specific school data, resources and policies for use in preparation • provide feedback on planning, and timing of lessons/ learning experience • provide advice about appropriate strategies when designing a series of lessons • make explicit how you modify teaching practice to maximise individual children's learning
4. Create and maintain supportive and safe learning environments <i>APSGT 4.2</i>	<ul style="list-style-type: none"> • teach and practise the organisation and sequence of activities • model and practise how to give clear directions 	<ul style="list-style-type: none"> • provide specific advice on organising activities, developing a classroom presence; and providing clear directions
5. Assess, provide feedback and report on children's learning <i>APSGT 5.2, 5.4, 5.5</i>	<ul style="list-style-type: none"> • teach, model and practise taking diagnostic assessment of reading and analysing them • teach and practise giving appropriate feedback on learning to children and parents • teach and practise how to use assessment data to inform teaching practice 	<ul style="list-style-type: none"> • model timely and appropriate feedback to children • Provide advice around the interpretation of children's reading data • explain importance of accurate and reliable records of achievement for all curriculum areas • provide specific advice that you have developed in relation to communicating with/reporting to children's parents/ carers • where possible, provide opportunities to observe you when interacting with parents/carers

A guide to expectations of Supervising Teacher across the professional experience placement

Stage 1: First day of placement	Stage 2: Days 2-14	Stage 3: End of Day 15	Out of classroom activities
<ul style="list-style-type: none"> • Getting to know the children • focus is on observing the teaching of English and on observing children's reading development. • The Supervising Teacher models the teaching of English • Selects a child with whom the pre-service teacher will work, and provides appropriate diagnostic assessment task/materials for the preservice teacher to carry-out and follow the development of the student for the duration of the professional experience • The PST gets to know the selected child and develops rapport. • PST makes written observations related to the teaching of English across the day and discusses these along with the reading capabilities of the selected child with the teacher. • The PST starts a folder of observations, planning, assessment, reflections and resources. 	<ul style="list-style-type: none"> • The ST models English teaching and teaching in all the curriculum areas; provides feedback on PST's planning, teaching, and reflections; discusses written observations of teaching and children; gives clear directions and expectations; and discusses information (data) gathered on the child by PST. • Mid-week 2, ST discusses the PST's progress and completes the Interim Report. Opportunities are provided to address any concerns. • In week 3, the ST and PST discuss the Final Report. • Whole class English teaching – one lesson each day. Whole class teaching week 1 – one lesson per day from another curriculum area. Whole class teaching week 2 – two lessons per day from another curriculum areas. Whole class teaching week 3 – three lessons per day from another curriculum area. The ST should ensure a spread of curriculum areas each week. • In addition to whole class lessons the PST works with the selected child in a reading development activity each day taking observations of the child's reading behaviours (eg: letter/ sound knowledge, phonological and phonemic awareness, concepts or print, vocabulary, oral language, fluency and prosody). • The PST analyses the child's reading behaviours and uses the findings to plan learning experiences (individual or small group) to be implemented using age-appropriate pedagogies- a different learning experience each day. • PST continues making written observations of ST's teaching. PST assists the teacher throughout the day. The PST maintains an up-to-date folder of observations, planning, assessment, reflections and resources. 	<ul style="list-style-type: none"> • ST provides feedback on planning, teaching, and reflections; and discusses PST's observations of teaching and children. • PST takes a final assessment of the child's reading and analyses it. • PST monitors the selected child's letter-sound knowledge, phonic knowledge, concepts about print, fluency and prosody in order to compare it with initial assessments. • PST shares and discusses findings with the ST. <p>Final Report</p> <ul style="list-style-type: none"> • Supervising Teacher and School Coordinator, in consultation with University Liaison consider evidence collected over the professional experience – in particular since the interim report to make a decision on suitability of the student to meet the 'Satisfactory' level • It is important that the Preservice Teacher is aware of any issues leading up to this final report and must sign this report. • The University Liaison must be informed if problems are foreseen in completion of the report. • As it does for all assessment tasks, the university requires moderation of all professional experience reports prior to final award of result. This is done once reports are in and involves: course convenor and relevant University Liaison or tutors. 	<p>It is expected that Preservice Teacher will participate in all aspects of school life as determined by the Supervising Teacher and School Coordinator. However, the expectations of participation should be within reasonable bounds. It is a legal requirement that Preservice Teachers must be supervised at all times (when interacting with students in or out of classrooms).</p> <p>Please ensure that where possible, the Preservice Teacher experiences (under supervision), the range of a teacher's responsibilities, classroom and beyond, such as:</p> <ul style="list-style-type: none"> • playground supervision, • school meetings (staff; curriculum; parents/carers; teacher aides), • professional development activities, • support staff (admin staff, teacher aides), • school events.

Classroom observations

Early years teachers try to achieve a balance between teacher-initiated and child-initiated activities; and planned and spontaneous activities. When early years teachers plan, they consider:

- children's interests and capabilities
- their own interests, skills, capabilities and philosophies
- the context – school and community resources (human and physical)
- curriculum – learning areas, general capabilities, cross-curriculum priorities
- evidence of learning (assessment for, as and of learning)
- teaching approach along with accompanying practices and strategies

When you are observing a teacher some of these will be very evident. Others may not be so evident, and you may need to ask the teacher to explain these. Discuss with the Supervising Teacher. There are some observation proformas you might find useful, provided on the course site at Learning@Griffith. However also be guided by your school.

Self-reflection

Self-reflection is essential to ongoing development as a teacher. Preservice Teachers will learn from what works well and from what doesn't work, if time is taken to critically reflect. Preservice Teachers should use focussed observation and feedback templates. You have been provided with resources for written reflections. Preservice Teachers and Supervising Teachers should regularly engage in conversations for verbal reflections.

Assessment

Interim report information

The interim report is an online report compiled by mid-point of the professional experience block. It focuses on the Preservice Teacher's progress to that point. It is suggested that the Supervising Teacher indicate the Preservice Teacher's strengths and weaknesses. This report is crucial – particularly for below standard ratings to allow genuine time for improvement. Please provide comments as well as completing tick box criteria.

Discussion should then highlight the ways in which the perceived strengths can be further developed, and the weaknesses addressed in future teaching situations. Please refer to the Interim Report Professional Learning Plan. An online version of the interim report will be available to Supervising Teacher to complete. After completion, the Preservice Teacher should retain a copy of the interim report, discuss it with the Supervising Teacher and University Liaison, keep it in their portfolio and upload to Sonia.

In the case of 'at risk' students, please refer to 'At Risk' section of Professional Experience Guidelines.

The *Professional Learning Plan* that follows the interim report is particularly important as this informs the ongoing professional learning and development of the Preservice Teacher and should provide guidance for demonstrating achievement of EACH elaboration in the final report required to pass the professional experience.

At risk

Note that any criterion marked "Concerns with Development" on the interim report should be taken as an indication for "At Risk" status and that the Interim Report is must be rated as not satisfactory overall.

Refer to 'At Risk' and 'Code of Conduct' section of the *Professional Experience Guidelines*.

Final report information

The Supervising Teacher completes and discusses the **final** report with the Preservice Teacher at the end of the professional experience. It is recommended that during the final two weeks of the professional experience, the Supervising Teacher invite the School/Site Coordinator (Educational Leader or Centre Director) and/or other colleagues to observe the Preservice Teacher to provide feedback to assist in the final decisions. While the University Liaison is continuously available for advice it is not expected – except in the case of serious concern - that a liaison would observe the Preservice Teacher.

The Supervising Teacher, School/Site Coordinator, University Liaison and Preservice Teacher sign the report.

It is recommended that to gain an overall satisfactory level report, the Preservice Teachers would receive a **'Satisfactory' result in EACH elaboration** in the final report to pass the professional experience.

If an 'Unsatisfactory' level has been given in any criteria, it is essential that a comment is provided to give the context. Any concerns regarding the reporting decisions should be communicated in the first instance with the school's assigned University Liaison.

Should there be any concerns over a final assessment, the University Liaison will contact the Professional Experience Office.

Report submission

The **final report** is completed by the end of the final week of the professional experience and signed on the last and final day of placement (including any make-up days). The Supervising Teacher completes and discusses the final report with the Preservice Teacher at the end of the school experience. It is recommended that during the final two weeks of the professional experience, the Supervising Teacher invite the School Coordinator and/or other colleagues to observe the Preservice Teacher to provide feedback to assist in the final decisions. While the University Liaison is continuously available for advice it is not expected, except in the case of serious concern, that a liaison would observe the Preservice Teacher. The Supervising Teacher, School Coordinator, University Liaison and Preservice Teacher sign the report.

It is recommended that to gain an overall satisfactory level report, the Preservice Teachers would receive a **'Satisfactory' result in EACH elaboration** in the final report to pass the professional experience.

If an 'Unsatisfactory' level has been given in any criteria, it is essential that a comment is provided to give the context. Any concerns regarding the reporting decisions should be communicated in the first instance with the school's assigned University Liaison.

Any concerns over a final assessment, the University Liaison will contact the Professional Experience Office.

Report submission

The professional experience placement is a major component of the assessment requirements for this course.

As with all assessment tasks, it is the Preservice Teacher's responsibility to ensure that professional experience reports are submitted as directed by the course convenor and Professional Experience Office by required dates, as follows:

- interim reports in which Preservice Teachers are identified 'at risk', and related processes (once completed and signed) submitted at the point of interim reporting,
- the Final Report once completed and signed (via SONIA online) within three working days of the final day of placement. Further details will be advised by the Professional Experience Office and on the L@G course site.

Appendix

- Checklist for professional experience folder
- Moderation
- Interim report guidelines for determining the level of achievement for each criterion
- Interim report
- Interim report Professional Learning Plan
- Final report guidelines for determining the level of achievement for each criterion
- Final report

Checklist for professional experience folders

This checklist is provided for Preservice Teachers and Supervising Teachers as a tool to aid a quick check of what is required in the folders, and as evidence of the Preservice Teacher's achievement in meeting APST 3.1, 3.2, 3.4, and 3.5.

Preservice Teacher: _____ School: _____

Supervising Teacher: _____ Year level: _____

As the Preservice Teacher presents evidence of an item, **yes** may be circled. In the event that an item is missing, details need to be recorded as to when and how the Preservice Teacher is expected to provide this.

Working folder			Comments or action required
Yes	No	Preservice Teacher's profile (poster)	
Yes	No	Professional experience requirements – to include handbook	
Yes	No	School information	
Yes	No	Classroom information and layout	
Yes	No	Unit plans; lesson plans - including lesson plan index. This should include any written Supervising Teacher feedback	
Yes	No	School student work samples collected	
Yes	No	Self-reflections	
Yes	No	Observations - including observation index (minimum of six (6))	
Resource collection			Comments or action required
Yes	No	School behaviour management policy and resources	
Yes	No	Resources developed for this professional experience	
Yes	No	N/A	Notes from PD/talks given by the school administration
Supervising Teacher: _____			Date: _____
Comments: _____			

Moderation

The process for initial teacher education professional experience placements

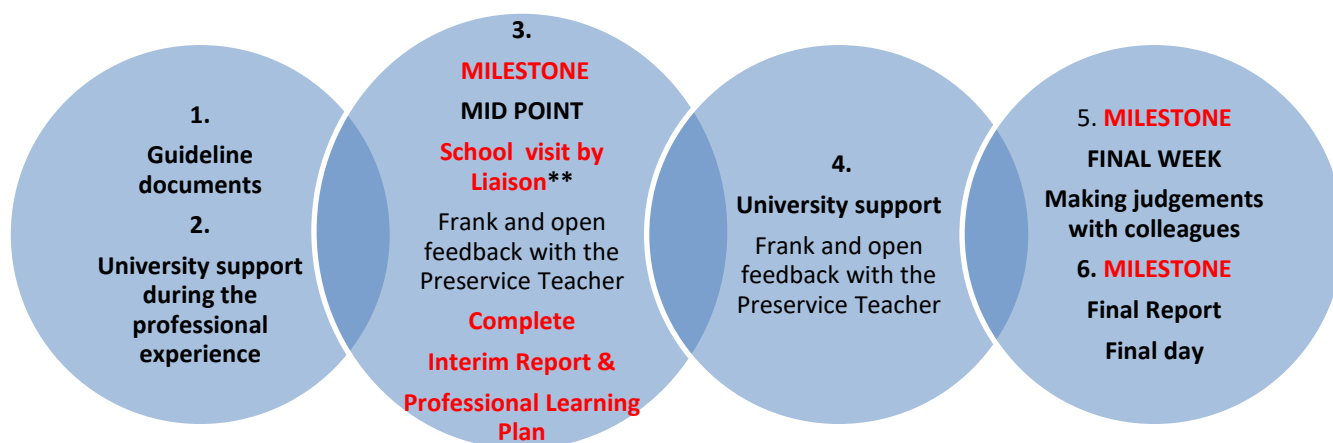
The Griffith Professional Experience Moderation (PEM) process consists of a number of strategies and milestones for every supervised professional experience. Our process aims to be effective, fair and transparent, while not demanding excessive time from the school or the university personnel. To achieve this, it does require all participants in the process – school Supervising Teacher and University Liaison staff as well as the Preservice Teacher – to prepare for the professional experience by becoming familiar with the Griffith documents sent. These include important requirements that must be met, as well as giving advice and supporting tools.

The PEM Process includes a number of documents and Personnel. It begins with Griffith Professional Experience Guidelines and the relevant Professional Experience handbook. The process includes a number of steps, personnel and resources.

Step	Action	Resources	Personnel
1. Guideline Documents	<ul style="list-style-type: none"> Guidelines and handbooks relevant to the students' course in which the professional placement sits provided to the school. Separate Interim and Final report forms are sent electronically. 	<ul style="list-style-type: none"> Professional Experience Guidelines (Guidelines) Relevant course handbook Reports 	<ul style="list-style-type: none"> Griffith University Professional Experience Course Convenor Professional Experience Office (PEO)
	School Coordinator is emailed above documents and disseminates these to supervising staff, who receives and becomes familiar with the requirements, reporting, and <i>Final Report Guidelines</i> (found in this handbook).	<ul style="list-style-type: none"> Guidelines Relevant course handbook 	<ul style="list-style-type: none"> School Coordinator Supervising Teacher
2. University support during the professional experience	<ul style="list-style-type: none"> Each school is provided with a Griffith University Liaison. This person is an experienced and registered teacher. Each Supervising Teacher should be provided liaison's name and contact details by the School Coordinator. 	<ul style="list-style-type: none"> The University Liaison will contact the school as soon as possible during week one. 	<ul style="list-style-type: none"> University Liaison PEO
3. MILESTONE MID POINT School Visit by Liaison (a)	<ul style="list-style-type: none"> It is essential the liaison visits the school to meet and speak with the School Coordinator, the Supervising Teacher and the Preservice Teacher (if in SEQ, or a video call if outside SEQ). Frank and open feedback with the Preservice Teacher regarding the completion of the criteria on the specific university course report should occur at least once a week and definitely must occur at this point. 	<ul style="list-style-type: none"> Guidelines Relevant course handbook 	<ul style="list-style-type: none"> University Liaison School Coordinator Supervising Teacher Preservice Teacher
	<ul style="list-style-type: none"> ***An interim report must be completed by the Supervising Teacher with the support of the School Coordinator by the due date. Judgement is to be made about the progress in relation to stage. If concerned, then a specific process is to be followed for that Preservice Teacher. With all Preservice Teachers, A Professional Learning Plan or Action Plan for the remainder of the professional experience should be written following discussions. 	<ul style="list-style-type: none"> Guidelines Relevant course handbook The interim report for this course. An electronic form is emailed to the School Coordinator. 	<ul style="list-style-type: none"> University Liaison School Coordinator Supervising Teacher
4. University support post interim stage.	<ul style="list-style-type: none"> University Liaison will continue to communicate through email to both the Supervising Teacher and the Preservice Teacher to monitor progress for remainder of the professional experience. 	<ul style="list-style-type: none"> Relevant course handbook 	<ul style="list-style-type: none"> University Liaison School Coordinator Supervising Teacher Preservice Teacher

Step	Action	Resources	Personnel
	<ul style="list-style-type: none"> For at risk students, closer contact between the liaison, Supervising Teacher and School Coordinator will occur. Frank and open feedback with the Preservice Teacher regarding the completion of the criteria on the specific university course report should occur at least once a week. 		
5. MILESTONE Final week: Making judgements with colleagues	<ul style="list-style-type: none"> It is essential for the Supervising Teacher to include the School Coordinator and/or a colleague to observe the Preservice Teacher. This can occur throughout the professional experience and is encouraged but is not essential. The liaison will make contact to assist making judgements. If the Supervising Teacher wishes and where reasonable (e.g. SEQ), the liaison will visit again to observe or/ and to meet in this week. 	<ul style="list-style-type: none"> The final report for the specific course. An electronic form is emailed to the School Coordinator for distribution to Supervising Teachers. Relevant handbook final report guidelines. 	<ul style="list-style-type: none"> University Liaison School Coordinator Supervising Teacher Preservice Teacher
6. MILESTONE Final Report Final day	<ul style="list-style-type: none"> Frank and open feedback with the Preservice Teacher regarding the completion of the criteria on the report should occur based on the final week process of internal collaborative decision-making. Liaison should be informed of the recommended result. Signing by all required school personnel and Preservice Teacher should occur on the last day. Due to time, in most cases, the University Liaison will sign when student brings report for submission on campus. 	<ul style="list-style-type: none"> The final report for the specific course. An electronic form has been emailed to the School Coordinator for distribution to Supervising Teachers. 	<ul style="list-style-type: none"> University Liaison School Coordinator Supervising Teacher Preservice Teacher
7. Report Submitted	The professional experience is an assessment item in a university course and program. Following the moderation process the recommended level of achievement is clearly marked and all required signatures are provided. The report is submitted by the students as directed in their course profile.	<ul style="list-style-type: none"> Relevant course profile 	<ul style="list-style-type: none"> Preservice Teacher Course Convenor PEO

** A University Liaison will visit the school mid-point (depending on school availability) - and a second visit will occur near completion and final day. If a PST is in a school outside SEQ, the University Liaison will check in via video call.



Interim report guidelines for determining the level of achievement for each criterion

Criteria	Concern with development	Progressing satisfactorily
Know students and how they learn	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of children's physical, social and intellectual development generally and how characteristics of focus child may affect their ability to learn to read. • Demonstrates limited knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds • Demonstrates limited knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of children across the full range of abilities 	<ul style="list-style-type: none"> • Demonstrates satisfactorily developing knowledge and understanding of children's physical, social and intellectual development generally and how characteristics of focus child may affect their ability to learn to read. • Demonstrates satisfactory and growing knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds • Demonstrates satisfactory and developing knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of children across the full range of abilities
Know the content and how to teach it	<ul style="list-style-type: none"> • Demonstrate little knowledge and understanding of the concepts, substance and structure of the content and strategies for teaching reading. • Demonstrates limited ability to organise content into an effective learning and teaching sequence. • Demonstrates limited knowledge and understanding of literacy teaching strategies and their application in teaching reading. 	<ul style="list-style-type: none"> • Demonstrates satisfactory and growing knowledge and understanding of the concepts, substance and structure of the content and strategies for teaching reading. • Demonstrates satisfactory and growing ability to organise content into an effective learning and teaching sequence. • Demonstrates developing knowledge and understanding of literacy teaching strategies and their application in teaching reading.
Plan for and implement effective teaching and learning	<ul style="list-style-type: none"> • Demonstrates limited ability to set learning goals that provide achievable challenges for children of varying abilities and characteristics • Demonstrates limited ability to sequence lessons using knowledge of student learning, content and effective teaching strategies. • Demonstrate limited knowledge of a range of resources, including ICT, that engage children in their learning • Demonstrate a limited range of verbal and non-verbal communication strategies to support student engagement. 	<ul style="list-style-type: none"> • Demonstrates growing ability to set learning goals that provide achievable challenges for children of varying abilities and characteristics • Demonstrates growing ability to sequence lessons using knowledge of student learning, content and effective teaching strategies. • Demonstrate satisfactory and growing knowledge of a range of resources, including ICT, that engage children in their learning • Demonstrate a satisfactory range of verbal and non-verbal communication strategies to support student engagement.
Creating and maintain supportive and safe learning environments	<ul style="list-style-type: none"> • Demonstrates limited capacity to organise classroom activities and provide clear directions. 	<ul style="list-style-type: none"> • Demonstrates satisfactory and growing capacity to organise classroom activities and provide clear directions.
Assess provide feedback and report on children's learning	<ul style="list-style-type: none"> • Demonstrates limited understanding of the purpose of providing timely and appropriate feedback to children about their reading • Demonstrates limited capacity to interpret children's reading assessment data to evaluate children's learning and modify teaching practice. • Demonstrates limited understanding of a range of strategies for reporting to children and parents/carers and the purpose of keeping accurate and reliable records of children's achievement in reading. 	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding of the purpose of providing timely and appropriate feedback to children about their reading • Demonstrates developing capacity to interpret children's reading assessment data to evaluate children's learning and modify teaching practice. • Demonstrates satisfactory understanding of a range of strategies for reporting to children and parents/carers and the purpose of keeping accurate and reliable records of children's achievement in reading.

Interim report



Professional Experience
3235EDN English in the Early Years of School
 School of Education and Professional Studies

Interim Report

Preservice Teacher Name:	
Student Number:	
Site Name:	
Supervising Teacher:	
Year Level:	
Professional Experience Dates:	

This report indicates a recommended assessment of the Preservice Teacher's achievement at one of the following standards:

- Concerns with development
- Progressing satisfactorily

This is the interim report for the preservice teacher provided by supervising/mentor teachers in consultation with the school coordinator, and university liaison where needed. This report is to provide feedback to the preservice teacher at the mid-way point of this placement. As this placement informs the preservice teacher's learning during and after the placement, it is essential that supervising teacher provides specific feedback to assist the preservice teacher in their progress towards demonstration of evidence on all criteria required for the final report.

Where there are concerns, the Preservice Teacher must be given clear directions and actions to be followed that are required for improvement. See *Professional Learning Plan* and *At Risk Action Plan* in the *Professional Experience Guidelines*.

Section 1 Know children and how they learn	Level
Developing knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Developing knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of children across the full range of abilities.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Using knowledge of curriculum, assessment and reporting to design learning sequences and lesson plans.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development

Section 2 Know the content and how to teach it	Level
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development

Section 3 Plan for and implement effective teaching and learning	Level
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development

Section 4 Create and maintain supportive and safe learning environment	Level
Demonstrate the capacity to organise classroom activities and provide clear directions.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development

Section 5 Assess, provide feedback and report on student learning	Level
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development

Comments

Interim Result

Student Number	Name	Result for Interim Report - Formative
		<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development - At Risk Action Plan required

Is an Action Plan required for this student?

Please enter your name and date in the appropriate section below to complete this report.

Supervising Teacher Name	Date

Supervising Teacher Name (complete only if shared supervision of Preservice Teacher)	Date

By submitting this form you confirm all criteria have been assessed above where required.

Has not been actioned

School Coordinator Name	Date

By submitting this form you confirm all criteria have been assessed above where required.

Has not been actioned

University Liaison Name	Date

By submitting this form you confirm the report is completed and ready for submission by the Preservice Teacher.

Has not been actioned

Preservice Teacher Name	Date

Has not been actioned

Professional Learning Plan

Preservice Teachers are to complete a Professional Learning Plan at the mid-way point of the professional experience. This Plan should provide the stimulus for discussion with the Supervising Teacher (and School Coordinator, University Liaison as appropriate).

Date _____
 Preservice Teacher _____
 Supervising Teacher _____

Purpose: Immediate strategies to assist improvement– this plan should be finalised by the mid-way point of the professional experience placement

Professional Learning Plan					
Criterion and Focus area	Specific activity/strategy required (as identified in the Supervising Teacher's feedback)	Who/What will help?	By when	Evidence to be collected	Priority: High Medium Low

Final report guidelines for determining level of achievement for each criterion

This Professional Experience Placement is assessed in a final report that is structured in relation to relevant focus areas within the Australian Professional Standards for Teachers: Graduate (AITSL).

- The 3235EDN final report is informed by the interim report and continuous feedback.
- Assessment judgement is to be guided by evidence of achieving the stated criteria.

Supervising Teachers are to:

- make assessment about the Preservice Teacher's appropriate progress towards the APST descriptors. The APST descriptor reference numbers have been provided linking further information and Illustrations of practice. (<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/find-by-career-stage>)
- complete this document during the final days of a Preservice Teacher's professional experience placement
- conduct a moderation process with site coordinators and Griffith liaisons during and at the conclusion of the professional experience. Moderation requires the agreement of all parties that a valid assessment of the Preservice Teacher's knowledge, practice, engagement and skills has been made. Information on the moderation process is included previously in this handbook.

Criteria	Level 1 (U) Unsatisfactory	Level 2 (S) Satisfactory	Level 3 (A) Above Satisfactory
Knows children and how they learn Sources of evidence: <ul style="list-style-type: none"> • Explanation • individualised plan • Lesson plans • Observation notes • Reflection • Preparation of resources 	Unable to demonstrate knowledge of children's physical, social and intellectual development generally and how characteristics of children may affect their ability to learn	Satisfactory knowledge and understanding of children's physical, social and intellectual development and how characteristics of children may affect their ability to learn	Substantial knowledge and understanding of children's physical, social and intellectual development and how characteristics of children may affect their ability to learn
	Unable to demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrates satisfactory and growing knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrates substantial knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds
	Unable to demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of children across the full range of abilities	Demonstrates satisfactory and developing knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of children across the full range of abilities	Demonstrates substantial knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of children across the full range of abilities
Knows the content and how to teach it Sources of evidence: <ul style="list-style-type: none"> • lesson plans • learning activities • discussion • lesson observation • observation notes, • use of resources 	Demonstrates lack of knowledge and understanding of the concepts, substance and structure of the content and strategies for teaching English.	Demonstrates satisfactory and growing knowledge and understanding of the concepts, substance and structure of the content and strategies for teaching English.	Demonstrates substantial knowledge and understanding of the concepts, substance and structure of the content and strategies for teaching English.
	Demonstrates lack of ability to organise content into an effective learning and teaching sequence.	Demonstrates satisfactory and growing ability to organise content into an effective learning and teaching sequence.	Demonstrates substantial ability to organise content into an effective learning and teaching sequence.
	Demonstrates lack of knowledge and understanding of literacy teaching strategies and their application in teaching English.	Demonstrates developing knowledge and understanding of literacy teaching strategies and their application in teaching English.	Demonstrates substantial knowledge and understanding of literacy teaching strategies and their application in teaching English.
Plans for and implements effective teaching and learning Sources of evidence: <ul style="list-style-type: none"> • Lesson plans • Written reflections • Teaching and learning goals related to the English curriculum • Work samples • resources • Lesson observations • Discussion 	Demonstrated lack of ability to set learning goals that provide achievable challenges for children of varying abilities and characteristics	Demonstrates satisfactory and growing ability to set learning goals that provide achievable challenges for children of varying abilities and characteristics	Demonstrates substantial ability to set learning goals that provide achievable challenges for children of varying abilities and characteristics
	Demonstrates lack of ability to sequence lessons using knowledge of student learning, content and effective teaching strategies.	Demonstrates satisfactory and growing ability to sequence lessons using knowledge of student learning, content and effective teaching strategies.	Demonstrates substantial ability to sequence lessons using knowledge of student learning, content and effective teaching strategies.

Criteria	Level 1 (U) Unsatisfactory	Level 2 (S) Satisfactory	Level 3 (A) Above Satisfactory
	Demonstrate lack of knowledge of resources, including ICT, that engage children in their learning	Demonstrate satisfactory and growing knowledge of a range of resources, including ICT, that engage children in their learning	Demonstrate substantial knowledge of a range of resources, including ICT, that engage children in their learning
	Demonstrates a lack of verbal and non-verbal communication strategies to support student engagement.	Demonstrates a satisfactory range of verbal and non-verbal communication strategies to support student engagement.	Demonstrates a substantial range of verbal and non-verbal communication strategies to support student engagement.
Creates and maintains supportive and safe learning environments Sources of evidence: <ul style="list-style-type: none"> • lesson plans • observations 	Demonstrates lack of capacity to organise classroom activities and provide clear directions.	Demonstrates satisfactory and growing capacity to organise classroom activities and provide clear directions.	Demonstrates substantial capacity to organise classroom activities and provide clear directions.
Assesses, provides feedback and reports on children's learning Sources of evidence: <ul style="list-style-type: none"> • Observations of feedback • Lesson plans • Analysis of assessment data • Analysis of work samples • Pre- post-lesson comparisons • Assessment of individual learning plans • Observation • Discussion 	Demonstrates a lack of understanding of the purpose of providing timely and appropriate feedback to children about their learning	Demonstrates satisfactory understanding of the purpose of providing timely and appropriate feedback to children about their learning	Demonstrates substantial understanding of the purpose of providing timely and appropriate feedback to children about their learning
	Demonstrates a lack of capacity to interpret children's English assessment data, to evaluate children's learning and modify teaching practice.	Demonstrates satisfactory and developing capacity to interpret children's English assessment data, to evaluate children's learning and modify teaching practice.	Demonstrates substantial capacity to interpret children's English assessment data, to evaluate children's learning and modify teaching practice.
	Demonstrates lack of understanding of a range of strategies for reporting to children and parents/carers and the purpose of keeping accurate and reliable records of children's achievement in English	Demonstrates satisfactory understanding of a range of strategies for reporting to children and parents/carers and the purpose of keeping accurate and reliable records of children's achievement in English	Demonstrates substantial understanding of a range of strategies for reporting to children and parents/carers and the purpose of keeping accurate and reliable records of children's achievement in English
	Demonstrates lack of understanding of the purpose of providing timely and appropriate feedback to children about their learning	Demonstrates satisfactory understanding of the purpose of providing timely and appropriate feedback to children about their learning	Demonstrates substantial understanding of the purpose of providing timely and appropriate feedback to children about their learning

Final Report



Professional Experience
3235EDN English in the Early Years of School
School of Education and Professional Studies

Final Report

Preservice Teacher Name:	
Student Number:	
School Name:	
Supervising Teacher:	
Year Level:	
Professional Experience Dates:	
Days completed: (This is a 15 day placement)	

Please indicate below the overall recommendation for the Preservice Teacher in this **middle stage professional experience** placement. An overall assessment of **Satisfactory or Above Satisfactory will indicate the Preservice Teacher is ready to continue in the program to the next professional experience**. The final assessment for this placement will be at one of three levels:

- **Level 1** Unsatisfactory - Little or no evidence of required levels of professional knowledge, practice or engagement expected to meet the descriptors for this middle stage of learning
- **Level 2** Satisfactory - Consistent evidence of improved knowledge, practice and engagement that meets the descriptors of this middle stage of learning
- **Level 3** Above satisfactory - Consistent evidence of professional knowledge, practice and engagement that demonstrates high levels of the descriptors of the middle stage of learning.

The interim report was completed at the mid-point of this placement; comments provided in that formative report have formed the basis for planning observations, reflections and classroom teaching in each of the criterion. A result at Level 2 (Satisfactory) and Level 3 (Above Satisfactory) establish that successful completion of this professional experience. The result for the professional experience component of the course is recommended to the School Assessment Board before finalisation of the course result. This is a non-graded university course. Note: Students who satisfy this report will continue in the program to their next professional experience placement in a different school. Each of the signatories must retain a copy of this report for their records.

Example Only

Section 1 Knowing children and how they learn

Examples of evidence

A single piece of evidence may address multiple descriptors, including those in other sections of this report.

- Explanation of differentiated teaching strategies based on the Preservice Teacher's knowledge of children's physical, social, intellectual development to target the different areas of children's learning requiring improvement.
- Individual learning plans incorporating teaching strategies that have been selected specifically to address children's physical, social or intellectual development and characteristics.
- Lesson plans demonstrating use of a variety of teaching strategies applicable to a range of children.
- Resource preparation.
- Preservice Teachers written reflections.

The preservice teacher at this mid stage of learning to teach in this school context is

Knowing children and how they learn	APST	Level
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.1	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1.3	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1.5	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. **Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.**

Example
Only

Section 2 Know the content and how to teach it

Examples of evidence

If the specific school context has cultural and linguistic imperatives that require particular teaching approaches, please indicate development with comment in this section.

- Lesson plans including learning activities designed to engage the children in learning.
- Lesson plans sequenced to develop understanding of English-related content.
- Discussion and/or lesson observation notes of the Supervising Teacher presenting English content in a coherent, well-sequenced way.
- Supervisor's observation notes, including comments on range and effectiveness of demonstrated teaching strategies, children's engagement, English knowledge, communication skills, use of resources including ICTs.

The preservice teacher at this mid stage of learning to teach in this school context is

Know the content and how to teach it	APST	Level
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	2.1	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Implement teaching strategies using ICT to expand curriculum learning opportunities for students.	2.2	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	2.5	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. **Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.**

Example
Only

Section 3 Plan for and implement effective teaching and learning

Examples of evidence

- Lesson plans, analysis or reflections which show reference to the explicit, challenging and achievable learning goals for the focus child during the teaching and learning cycle.
- Teaching and learning goals related to the English curriculum.
- Work samples that are linked to teaching and learning programs and/or lesson plans to demonstrate focus child's engagement and learning.
- Lesson plans show a variety of teaching and learning resources, including ICT, which link to Curriculum outcomes/objectives.
- Lesson observations that show the Preservice Teacher using effective questioning and/or discussion techniques, including a variety of questions at appropriate levels and encouraging risk-taking.

The preservice teacher at this mid stage of learning to teach in this school context is

Plan for and implement effective teaching and learning	APST	Level
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	3.1	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	3.2	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	3.4	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	3.5	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. **Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.**

Example Only

Section 4 Create and maintain supporting and safe learning environments

Examples of evidence

- Lesson plans and structure that show effective time management.
- Lesson plans showing that classroom routines are clearly articulated and negotiated, lesson outline, opening and closure is planned.

The preservice teacher at this mid stage of learning to teach in this school context is

Create and maintain supporting and safe learning environments	APST	Level
Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. **Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.**

Example
Only

Section 5 Assess, provide feedback and report on children's learning

Examples of evidence

- Examples of focus child's work showing Preservice Teacher feedback.
- Lesson plans individualised for focus child to address specific issues identified by assessment data.
- Analysis of focus child assessment data identifying strengths and weaknesses in focus child's understanding of core concepts in reading.
- Analysis of a sample of focus child's work that recognises diagnostic information to be used.
- Comparison between assessment of prior learning and assessments after content has been taught.
- Assessment of individual learning plans in relation to achievement of learning outcomes.

The preservice teacher at this mid stage of learning to teach in this school context is

Assess, provide feedback and report on children's learning	APST	Level
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	5.2	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	5.4	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	5.5	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. **Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.**

Section 6 Overall comments

Please use this space to describe the preservice teacher's overall strengths and areas for development.

Overall comments

Example Only

Professional Experience Result
Indicate overall achievement recommended for this Mid Stage professional experience

BEFORE SUBMITTING: The recommendation of assessment for the overall teaching performance for the final report should be discussed by the Supervising Teacher with the School Coordinator, the Preservice Teacher, and University Liaison (in person or by phone). In most cases this should result in an agreement and submitting by all parties. If a student is deemed unsatisfactory in any criteria, the Professional Experience Office (PEO) must be contacted immediately.

The final report is to be completed and submitted by the Preservice Teacher, the Supervising Teacher, the School Coordinator, and the University Liaison and is a recommendation for a result for the professional experience component of the course. The Preservice Teacher's submission indicates they have sighted this completed report.

Please refer to *Professional Experience Handbook* for more information.

Student Number	Name	Overall Professional Experience Result

Please enter your name and date in the appropriate section below to complete this report.

Supervising Teacher Name	Date

Supervising Teacher Name (complete only if shared supervision of Preservice Teacher)	Date

By submitting this form you confirm all criteria have been assessed above where required.

Has not been actioned

School Coordinator Name	Date

By submitting this form you confirm you have reviewed the above criteria and approve the final report to be sent to the Preservice Teacher.

Has not been actioned

University Liaison Name	Date

By submitting this form you confirm the report is completed and ready for submission by the Preservice Teacher.

Has not been actioned

Preservice Teacher Name	Date

Has not been actioned

Example Only

