

3405EDN

Supporting young children's pro-social behaviour

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/supporting-young-childrens-pro-social-behaviour-3405EDN>

Professional Experience Office

Contacts for Preservice Teachers

Email: PST@griffith.edu.au

Email: educationconnect@griffith.edu.au

Email: studentconnect@griffith.edu.au

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Email: PEO@griffith.edu.au

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Primary Schools: (07) 5552 7323 / (07) 5552 7486

Secondary Schools: (07) 3735 5977 / (07) 5552 9784

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 Students who do not meet the threshold attendance will be withdrawn from the PEx or will not have the result carried over.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 and the PEO Learning@Griffith site.

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 Early Childhood Education (ECE Major) must complete a total of 80 supervised days in settings that cater for children 0-8 years. This is a requirement for accreditation with the Australian Children's Education and Care Quality Authority (ACECQA). Of these required days, 55 are undertaken within the ECE major and distributed across three supervised teaching placements, comprised of:

- 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).

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

Overview of course

Course Name: Supporting young children's pro-social behaviour

Course code: 3405EDN

20 days supervised professional experience in a prior to school setting with 3–5-year-old children. Griffith provides University Liaisons to support School/site 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.

This course explores children's developing understanding of their place in the world and how to interact within it. Students investigate young children's developing awareness of their emotions and actions, the impact these have on others, and strategies to support children's social and emotional well-being and competence.

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	20 days
Placement arrangement	One preservice teacher per classroom
Duration	Monday – Friday over a 4 week block
Interim Report	Friday of the second week or on the 10 th day of the placement
Final Report	Friday of the last week or on the 20 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 pre-service teachers, of guided learning that involve:

WEEK	PRE-SERVICE TEACHER (PST)
Week 1	<ul style="list-style-type: none"> • Teach ONE planned learning experience and reflect on it daily. • Record ONE observation of teaching daily. • Choose ONE child for an individual observation for Assessment 2. • Engage with children in learning experiences. • Analyse and discuss observations with the supervising teacher to identify an aspect of social and emotional development, and wellbeing on which to focus. • Compile a folder of observations, planning, assessment, reflection, and resources.
Week 2	<ul style="list-style-type: none"> • Teach TWO planned learning experiences. • Record ONE observation of teaching daily. • Liaise with parents (under the guidance of the supervising teacher (ST) at drop off and pick up time to discern any practices being used by families at home to support children in the identified area. • Submit Interim Report (SONIA), Friday, of the second week of the placement
Week 3	<ul style="list-style-type: none"> • Plan and teach one continuous session each day. • Take one formal observation of teaching each day. • Design and discuss with your supervising teacher classroom strategies for strengthening children's social and emotional development, and wellbeing.
Week 4	<ul style="list-style-type: none"> • Undertake two sessions of teaching each day, leading to one full day of teaching. • Plan two resources: for parents and for ECE teachers to further strengthen children's social and emotional development and wellbeing. • Submit Final Report (SONIA), Friday, of the final week of the placement.

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 South East Queensland.
- 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 courses and academics	School/Site - the school/site and supervisors
1. Know children and how they learn <i>APSGT 1.1, 1.2</i>	<ul style="list-style-type: none"> • build knowledge of how physical, social, emotional and intellectual development affects learning • build knowledge of how children learn and the implications for teaching • build knowledge of responsive teaching strategies • provide lectures and tutorials using experienced teachers 	<ul style="list-style-type: none"> • provide specific advice on the holistic development of learners and their diversity • make explicit how individuals learn and how to teach them taking account of diversity • provide advice and feedback on responsive teaching strategies
2 Know the content and how to teach it. <i>APSGT 2.3</i>	<ul style="list-style-type: none"> • build familiarity with the Queensland Kindergarten Learning curriculum (QKLG) and Early Years Curriculum Guidelines (EYLF) • Demonstrate specific strategies for teaching and building children's social emotional competencies • provide lectures and tutorials delivered by experienced teachers 	<ul style="list-style-type: none"> • make alignment of lessons with the QKLG and EYLF explicit • advise on the process of teaching • model strategies for building social emotional competencies • provide feedback on Preservice Teacher's observations of Supervising Teacher's lessons
3 Plan for and implement effective teaching and learning <i>APSGT 3.1, 3.4, 3.5, 3.7</i>	<ul style="list-style-type: none"> • enable practice in planning for a range of children's abilities and characteristics • teach, and demonstrate the use of a range of resources (including ICT) • teach and practise effective communication strategies • teach a range of strategies for engaging parents in the educative process • provide lectures and tutorials delivered by experienced teacher 	<ul style="list-style-type: none"> • advise on preferred planning templates; guide planning • introduce specific school/site data, resources and policies for use in preparation • provide feedback on planning, and timing of lessons/ learning experiences daily • 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 4.1, 4.2, 4.2, 4.3, 4.4</i>	<ul style="list-style-type: none"> • teach strategies that support the participation and engagement of all children in learning activities • model how to organise activities and give clear directions • teach approaches for promoting children's pro-social behaviour • teach strategies for supporting children's wellbeing and safety and legislative requirements 	<ul style="list-style-type: none"> • model the use of strategies that support inclusive participation and engagement in learning experiences • provide specific advice on organising activities, developing a classroom presence; and providing clear directions • model strategies for promoting pro-social behaviour • advise on strategies to support children's wellbeing and safety in accord with school/site, curriculum and legislative requirements
7 Engage professionally with colleagues, parents/carers and the community <i>APSGT 7.1, 7.3, 7.4</i>	<ul style="list-style-type: none"> • teach the principles in the ECA code of ethics • teach strategies for working effectively, sensitively and confidentially with parents/carers • Explain the role of external professionals and community representatives in broadening teachers' professional knowledge and practice 	<ul style="list-style-type: none"> • model the principles in the ECA code of ethics • where possible, provide opportunities to observe when interacting with parents/carers • advise on external professionals and community representatives to support teacher knowledge and practice

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

SUPERVISING TEACHER (ST)			
Week 1	Week 2	Week 3	Week 4
<p>Supervising Teacher (ST):</p> <ul style="list-style-type: none"> • models and discusses planned and spontaneous learning experiences making links to the QKLG and EYLF • models actions and interactions that support children's developing social/emotional competencies • reviews the pre-service teacher's observations, planning, teaching and reflection daily; • provides written feedback on the pre-service teacher's teaching daily • assists the pre-service teacher to identify an area of social emotional competence / wellbeing for investigation. • discusses the PST's progress in relation to the Interim Report at the end of week 1 and provides support and opportunity to develop in identified areas. 	<p>Supervising Teacher (ST):</p> <ul style="list-style-type: none"> • models and discusses planned and spontaneous learning experiences making links to the QKLG and EYLF • models actions and interactions that support children's developing social/emotional competencies • reviews the pre-service teacher's observations, planning, teaching and reflection daily giving advice; • provides support and opportunity to develop in areas discussed in relation to the Interim Report • provides written feedback on the pre-service teacher's teaching daily • guides the PST in interactions with parents. • completes the Interim Report. 	<p>Supervising Teacher (ST):</p> <ul style="list-style-type: none"> • models and discusses planned and spontaneous learning experiences making links to the QKLG and EYLF • models actions and interactions that support children's developing social/emotional competencies • reviews the pre-service teacher's observations, planning, teaching and reflection daily giving feedback and advice; • discusses progress in relation to the Final Report and provides support and opportunity to develop in areas discussed • provides written feedback on the pre-service teacher's teaching daily • guides the PST in interactions with parents. • discusses monitoring and recording of children's progress, transition statements and reporting to parents • provides feedback on the PST's strategy to support children's developing social emotional competence in the identified area. 	<p>Supervising Teacher (ST):</p> <ul style="list-style-type: none"> • models and discusses planned and spontaneous learning experiences making links to the QKLG and EYLF • models actions and interactions that support children's developing social/emotional competencies • reviews the pre-service teacher's observations, planning, teaching and reflection daily giving feedback and advice; • discusses progress in relation to the Final Report and provides support and opportunity to develop in areas discussed • provides written feedback on the pre-service teacher's teaching daily • guides the PST in interactions with parents. • discusses monitoring and recording of children's progress, transition statements and reporting to parents • completes Final Report and discusses with PST.

Classroom observations

Early childhood 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/site and community resources (human and physical)
- curriculum – QKLG and EYLF
- 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/Site: _____

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/site information	
Yes	No	Classroom information and layout	
Yes	No	Unit plans; learning experience/ lesson plans - including an index. This should include all written Supervising Teacher feedback	
Yes	No	Children's work samples collected	
Yes	No	Self-reflections	
Yes	No	Observations - including observation index (minimum of one per day.	
Resource collection			Comments or action required
Yes	No	School/Site policies and resources	
Yes	No	Resources developed for this professional experience	
Yes	No	N/A	Notes from PD/talks given by the school/site administration
Supervising Teacher: _____			Date: _____
Comments: _____			

Moderation

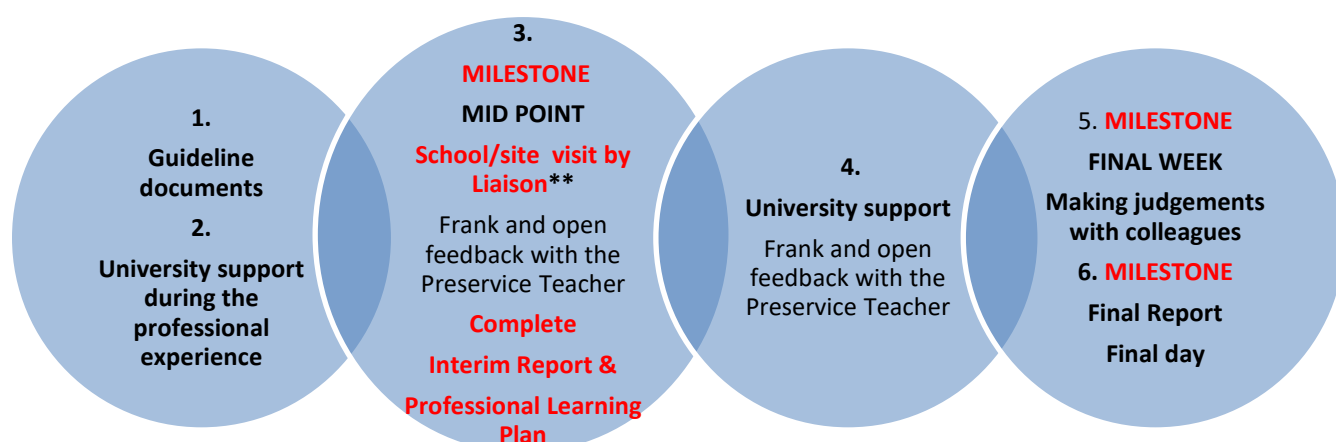
The process for initial teacher education professional experience placements

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 – 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/site. Separate Interim and Final report forms are sent electronically. 	<ul style="list-style-type: none"> Professional Experience Guidelines (<i>Guidelines</i>) Relevant course handbook Reports 	<ul style="list-style-type: none"> Griffith University Professional Experience Course Convenor Professional Experience Office (PEO)
	School/site Coordinator is emailed above documents and disseminates these to supervising teacher, 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/site Coordinator Supervising Teacher
2. University support during the professional experience	<ul style="list-style-type: none"> Each school/site 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/site Coordinator. 	<ul style="list-style-type: none"> The University Liaison will contact the school/site as soon as possible during week one. 	<ul style="list-style-type: none"> University Liaison PEO
3. MILESTONE MID POINT School/site Visit by Liaison (a)	It is essential the liaison visits the school/site to meet and speak with the School/site Coordinator, the Supervising Teacher and the Preservice Teacher. ** <ul style="list-style-type: none"> 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/site Coordinator Supervising Teacher Preservice Teacher
	<p>***An interim report must be completed by the Supervising Teacher with the support of the School/site Coordinator by the due date.</p> <ul style="list-style-type: none"> 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 <i>Professional Learning Plan</i> or <i>Action Plan</i> 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/site Coordinator. 	<ul style="list-style-type: none"> University Liaison School/site Coordinator Supervising Teacher
4. University support post interim stage.	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/site Coordinator Supervising Teacher Preservice Teacher

Step	Action	Resources	Personnel
	<ul style="list-style-type: none"> For <i>at risk students</i>, closer contact between the liaison, Supervising Teacher and School/site 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/site 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, the liaison will visit again to observe or/ and to meet in this week. 	<ul style="list-style-type: none"> The final report.(an electronic form is emailed to the School/Site Coordinator for distribution to Supervising Teachers). Relevant handbook final report guidelines. 	<ul style="list-style-type: none"> University Liaison School/site 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 (an electronic form is emailed to the School/Site Coordinator for distribution to Supervising Teachers). 	<ul style="list-style-type: none"> University Liaison School/site 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/site leading up to or at the mid-point and a second visit will occur leading up to or on the final day.

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, emotional and intellectual development and how characteristics of children may affect behaviour and learning. • Demonstrates limited knowledge of research into how children learn and the implications for teaching 	<ul style="list-style-type: none"> • Demonstrates satisfactorily developing knowledge and understanding of children's physical, social, emotional and intellectual development and how characteristics of children may affect behaviour and learning. • Demonstrates satisfactory and growing knowledge of research into how children learn and the implications for teaching.
Know the content and how to teach it	<ul style="list-style-type: none"> • Demonstrates limited ability to use curriculum knowledge to design learning sequences and lesson plans 	<ul style="list-style-type: none"> • Demonstrates satisfactory and growing ability to use curriculum knowledge to design learning sequences and lesson plans
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 knowledge of a range of resources, including ICT, that engage children in their learning • Demonstrates a limited range of verbal and non-verbal communication strategies to support student engagement. • Demonstrates limited knowledge of strategies for involving parents/carers in the educative process. 	<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 satisfactory and growing knowledge of a range of resources, including ICT, that engage children in their learning • Demonstrates a satisfactory range of verbal and non-verbal communication strategies to support student engagement. • Demonstrates satisfactory knowledge of strategies for involving parents/carers in the educative process.
Create and maintain supportive and safe learning environments	<ul style="list-style-type: none"> • Demonstrates limited capacity to identify strategies that support inclusive participation and engagement in classroom activities. • Demonstrates limited capacity to organise classroom activities and provide clear directions. • Demonstrates limited knowledge of practical approaches to support children's developing social and emotional competencies. • Demonstrates limited knowledge of strategies to support children's wellbeing and safety working within school/site and/or system curriculum and legislative requirements. 	<ul style="list-style-type: none"> • Demonstrates satisfactory and growing capacity to identify strategies that support inclusive participation and engagement in classroom activities. • Demonstrates satisfactory and growing capacity to organise classroom activities and provide clear directions. • Demonstrates satisfactory and growing knowledge of practical approaches to support children's developing social and emotional competencies. • Demonstrates satisfactory and growing knowledge of strategies to support children's wellbeing and safety working within school/site and/or system curriculum and legislative requirements.
Engage professionally with colleagues, parents/carers and the community	<ul style="list-style-type: none"> • Demonstrates limited understanding and use of the key principles described in the ECA code of ethics and the code of conduct for the teaching profession • Demonstrates limited understanding of strategies for working effectively, sensitively and confidentially with parents/carers. • Demonstrates limited understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. 	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding and use of the key principles described in the ECA code of ethics and the code of conduct for the teaching profession • Demonstrates satisfactory and developing understanding of strategies for working effectively, sensitively and confidentially with parents/carers. • Demonstrates satisfactory and developing understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

PROFESSIONAL EXPERIENCE

3405EDN Supporting young children’s pro-social behaviour

School of Education and Professional Studies

Trimester 3 2020

Format example only. Please do not use this report. Use the electronic report sent out to School/site Coordinators.

Interim report

Preservice Teacher	_____
Student ID	_____
School/site	_____
Year level	_____

Example Only

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

- Concern with development
- Progressing satisfactorily

This is the interim report for the Preservice Teacher provided by supervising/mentor teachers in consultation with the School/Site Coordinator (Education Leader/Centre Director), 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 Professional Experience Guidelines*.

Result for Interim Report - Formative	
Concern with development	Progressing satisfactorily
<input type="radio"/>	<input type="radio"/>
At risk Action Plan required <small>(Notify the PEO and University Liaison)</small>	Satisfactory

Supervising Teacher	_____	_____	_____
	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
School/Site Coordinator	_____	_____	_____
	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
Preservice Teacher	_____	_____	_____
	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
University Liaison	_____	_____	_____
	<i>Print name</i>	<i>Signature</i>	<i>Date</i>

University Liaison signature required if at risk.

If a Preservice Teacher receives a “Concern with development” in any criteria, they are **at risk**. See procedures for each campus. Distribution once signed: Original to Preservice Teacher; if at risk, email to the Professional Experience Office (PEO)

Section 1 Know children and how they learn			
<p>Examples of evidence: A single piece of evidence may address multiple descriptors, including those in other sections of this report.</p> <ul style="list-style-type: none"> • Explanation of differentiated teaching strategies for specific children or groups of children based on the Preservice Teacher's knowledge of children's physical, social, emotional or intellectual development • Explanation of research informing how children learn and what it means for teaching • Preservice Teacher written reflections • Preparation of resources to support learning 			
	Concerns w/ development	Progressing satisfactorily	
i	Developing knowledge and understanding of physical, social, emotional and intellectual development and characteristics of children and how these may affect learning.	<input type="checkbox"/>	<input type="checkbox"/>
ii	Developing knowledge and understanding of research into how students learn and the implications for teaching.	<input type="checkbox"/>	<input type="checkbox"/>

Section 2 Know the content and how to teach it			
<p>Examples of evidence: If the specific school/site context has cultural and linguistic imperatives that require particular teaching approaches, please indicate development with comment in this section.</p> <ul style="list-style-type: none"> • Learning sequences and lesson plans incorporate knowledge, skills and dispositions outlined in the Queensland Kindergarten Learning Guidelines (QKLG, 2019). 			
	Concerns w/ development	Progressing satisfactorily	
i	Developing use of curriculum knowledge to design learning sequences and lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>

Section 3 Plan for and implement effective teaching and learning			
<p>Examples of evidence:</p> <ul style="list-style-type: none"> • Lesson plans, analysis, and/ or reflections show reference to the explicit, challenging and achievable learning goals for children of varying abilities and characteristics. • Lesson plans show a variety of teaching and learning resources, including ICT, which align with curriculum learning outcomes. • Lesson observations show the Preservice Teacher using verbal and non-verbal communication strategies. • Discussion and/or lesson observations and/or reflections and/or notes of the Supervising Teacher related to sequence and coherence of lesson plans and learning experiences. • Supervising teacher's observation notes, including comments on range and effectiveness of demonstrated teaching strategies, children's engagement, communication skills, use of resources including ICTs. • Discussion and/or record of observed strategies for involving parents/carers in the educative process. 			
	Concerns w/ development	Progressing satisfactorily	
i	Developing ability to set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<input type="checkbox"/>	<input type="checkbox"/>
ii	Developing knowledge of a range of resources, including ICT, that engage students in their learning	<input type="checkbox"/>	<input type="checkbox"/>
iii	Developing ability to use a range of verbal and non-verbal communication strategies to support student engagement.	<input type="checkbox"/>	<input type="checkbox"/>
iv	Developing knowledge of strategies for involving parents/carers in the educative process	<input type="checkbox"/>	<input type="checkbox"/>

Section 4 Create and maintain supportive and safe learning environments		
Examples of evidence: <ul style="list-style-type: none"> Lesson plans outline strategies to support inclusive child participation and engagement in learning experiences. Teacher observations of effective organisation and time management Lesson plans indicate strategies for supporting the development of social and emotional competencies Lesson plans and discussion include strategies to support child wellbeing and safety according to school/site and/or curriculum and legislative requirements 		
	Concerns w/ development	Progressing satisfactorily
i	Developing ability to identify strategies to support inclusive child participation and engagement in learning experiences	<input type="checkbox"/>
ii	Developing capacity to organise classroom activities and provide clear directions.	<input type="checkbox"/>
iii	Developing knowledge of practical approaches to support the development of social and emotional competencies.	<input type="checkbox"/>
iv	Developing ability to describe strategies that support children's wellbeing and safety working within school/site and/or system, curriculum and legislative requirements	<input type="checkbox"/>

Section 7 Engage professionally with colleagues, parents/carers and the community		
Examples of evidence: <ul style="list-style-type: none"> Supervising teacher's observations of pre-service teacher's teaching practice Discussions that include ethical and professional conduct and/or decision-making Observations and notes on effective strategies for working with parents/carers Supervising teacher's observations and feedback on pre-service teacher's engagement with parents. 		
	Concerns w/ development	Progressing satisfactorily
i	Developing knowledge of, and ability to apply, the key principles described in the ECA code of ethics and code of conduct for the teaching profession.	<input type="checkbox"/>
ii	Developing understanding of strategies for working effectively, sensitively and confidentially with parents/carers.	<input type="checkbox"/>
iii	Developing understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<input type="checkbox"/>
Supervising Teacher's comments		

Professional Learning Plan

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

Date _____
 Preservice Teacher _____
 Supervising Teacher _____

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

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 3405EDN 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"> • Explanations • Observation notes • Reflections • Preparation of resources 	Unable to demonstrate knowledge and understanding of children's physical, social, emotional and intellectual development and how characteristics of children may affect learning.	Demonstrates satisfactory knowledge and understanding of children's physical, social, emotional and intellectual development and how characteristics of children may affect learning.	Demonstrates substantial knowledge and understanding of children's physical, social, emotional and intellectual development and how characteristics of children may affect learning.
	Unable to demonstrate knowledge of research into how children learn and the implications for teaching	Demonstrates satisfactory knowledge of research into how children learn and the implications for teaching	Demonstrates substantial knowledge of research into how children learn and the implications for teaching
Knows the content and how to teach it Sources of evidence: <ul style="list-style-type: none"> • Learning sequences • lesson plans 	Lack of ability to use curriculum knowledge to design learning sequences and lesson plans	Demonstrates satisfactory ability to use curriculum knowledge to design learning sequences and lesson plans	Demonstrates substantial ability to use curriculum knowledge to design learning sequences and lesson plans.
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 • Resources • Observations • Discussions 	Demonstrates 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
	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 child engagement.	Demonstrates a satisfactory range of verbal and non-verbal communication strategies to support child engagement.	Demonstrates a substantial range of verbal and non-verbal communication strategies to support child engagement.
	Demonstrates a lack of strategies for involving parents/carers in the educative process.	Demonstrates a satisfactory range of strategies for involving parents/carers in the educative process.	Demonstrates a substantial range of strategies for involving parents/carers in the educative process.
Creates and maintains supportive and safe learning environments Sources of evidence: <ul style="list-style-type: none"> • lesson plans • observations • reflections • discussions 	Demonstrates a lack of capacity to identify strategies that support inclusive participation and engagement in classroom activities	Demonstrates satisfactory capacity to identify strategies that support inclusive participation and engagement in classroom activities	Demonstrates substantial capacity to identify strategies that support inclusive participation and engagement in classroom activities
	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.
	Demonstrates a lack of knowledge of practical approaches to support	Demonstrates a satisfactory knowledge of practical approaches to	Demonstrates a substantial knowledge of practical approaches to

Criteria	Level 1 (U) Unsatisfactory	Level 2 (S) Satisfactory	Level 3 (A) Above Satisfactory
	children's developing social and emotional competence	support children's developing social and emotional competence	support children's developing social and emotional competence
	Demonstrates a lack of knowledge of strategies to support children's wellbeing and safety working with school/site and/or system curriculum and legislative requirements.	Demonstrates satisfactory knowledge of strategies to support children's wellbeing and safety working with school/site and/or system curriculum and legislative requirements.	Demonstrates substantial knowledge of strategies to support children's wellbeing and safety working with school/site and/or system curriculum and legislative requirements.
Engages professionally with colleagues, parents/carers and the community	Demonstrates a lack of understanding and use of the key principles described in the ECA code of ethics and the code of conduct for the teaching profession.	Demonstrates satisfactory understanding and use of the key principles described in the ECA code of ethics and the code of conduct for the teaching profession.	Demonstrates substantial understanding and use of the key principles described in the ECA code of ethics and the code of conduct for the teaching profession.
Sources of evidence: • observation • discussion	Demonstrates a lack of understanding of strategies for working effectively, sensitively and confidentially with parents/carers.	Demonstrates satisfactory understanding of strategies for working effectively, sensitively and confidentially with parents/carers.	Demonstrates substantial understanding of strategies for working effectively, sensitively and confidentially with parents/carers.
	Demonstrates a lack of understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Demonstrates satisfactory understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Demonstrates substantial understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

PROFESSIONAL EXPERIENCE

3405EDN Supporting young children's pro-social behaviour

School of Education and Professional Studies

Trimester 3 2020

Final report

Format only: Do not use this report. Use the electronic report sent out to School/site Coordinators.

Preservice Teacher _____

School/site

Bachelor of Education-Primary/ Early Childhood Major (20 days completed)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Year : Children 3-5 years
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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.

Professional Experience Result		
Unsatisfactory (U) Little or no evidence of required levels of professional knowledge, practice or engagement expected to meet the descriptors for this middle stage of learning.	Satisfactory (S) Consistent evidence of improved knowledge, practice and engagement that meets the descriptors of this middle stage of learning.	Above Satisfactory (A) Consistent evidence of professional knowledge, practice and engagement that demonstrates high levels of the descriptors of the middle stage of learning.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

This final report is to be completed and signed by the Preservice Teacher, the Supervising Teacher, the School/Site Coordinator, and the University Liaison. The Preservice Teacher's signature indicates they have sighted this completed report. 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 (final) professional experience placement in a different school. Each of the signatories must retain a copy of this report for their records.

Supervising Teacher

Print name *Signature* *Date*

School/Site Coordinator

Print name *Signature* *Date*

Preservice Teacher

Print name *Signature* *Date*

University Liaison/nominee

Print name *Signature* *Date*

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 for specific children or groups of children based on the Preservice Teacher’s knowledge of children’s physical, social, emotional or intellectual development

- Explanation of research informing how children learn and what it means for teaching
- Preservice Teacher written reflections
- Preparation of resources to support learning

Unsatisfactory (U)	Satisfactory (S)	Above satisfactory (A)	APST	U	S	A
i Demonstrate knowledge and understanding of physical, social, emotional and intellectual development and characteristics of students and how these may affect learning.			APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii Demonstrate knowledge and understanding of research into how children learn and the implications for teaching.			APST 1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 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.

- Learning sequences and lesson plans incorporate knowledge, skills and dispositions outlined in the Queensland Kindergarten Learning Guidelines (QKLG, 2019).

Unsatisfactory (U)	Satisfactory (S)	Above satisfactory (A)	APST	U	S	A
i Uses curriculum knowledge to design learning sequences and lesson plans.			APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 3. Plan for and implement effective teaching and learning

Examples of evidence:

- Lesson plans, analysis, and/ or reflections show reference to the explicit, challenging and achievable learning goals for children of varying abilities and characteristics.
- Lesson plans show a variety of teaching and learning resources, including ICT, which align with curriculum learning outcomes.
- Lesson observations show the Preservice Teacher using verbal and non-verbal communication strategies.
- Discussion and/or lesson observations and/or reflections and/or notes of the Supervising Teacher related to sequence and coherence of lesson plans and learning experiences
- Supervising teacher's observation notes, including comments on range and effectiveness of demonstrated teaching strategies, children's engagement, communication skills, use of resources including ICTs.
- Discussion and/or record of observed strategies for involving parents/carers in the educative process.

Unsatisfactory (U)	Satisfactory (S)	Above satisfactory (A)	APST	U	S	A
i	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.		APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning		APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.		APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv	Describe a broad range of strategies for involving parents/carers in the educative process.		APST 3.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of Preservice Teacher in relation to this section. *Comments are required specifically relating to criteria marked Unsatisfactory [U] for any of the descriptors.*

Section 4 Create and maintain supporting and safe learning environments

Examples of evidence:

- Lesson plans outline strategies to support inclusive child participation and engagement in learning experiences.
- Teacher observations of effective organisation and time management
- Lesson plans indicate strategies for supporting the development of social and emotional competencies
- Lesson plans and discussion include strategies to support child wellbeing and safety according to school/site and/or curriculum and legislative requirements

Unsatisfactory (U)	Satisfactory (S)	Above satisfactory (A)	APST	U	S	A
i	Identify strategies to support inclusive child participation and engagement in learning experiences.		APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii	Demonstrate the capacity to organise classroom activities and provide clear directions.		APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii	Demonstrate knowledge of practical approaches to support children’s developing social and emotional competencies.		APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv	Describe strategies that support children’s wellbeing and safety working within school and/or system curriculum and legislative requirements.		APST 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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. Engage professionally with colleagues, parents/carers and the community

Examples of evidence:

- Supervising teacher’s observations of pre-service teacher’s teaching practice
- Discussions that include ethical and professional conduct and/or decision-making
- Observations and notes on effective strategies for working with parents/carers
- Supervising teacher’s observations and feedback on pre-service teacher’s engagement with parents.

Unsatisfactory (U)	Satisfactory (S)	Above satisfactory (A)	APST	U	S	A	
i Understand and apply the key principles described in the ECA code of ethics and code of conduct for the teaching profession.				APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii Understand strategies for working effectively, sensitively and confidentially with parents/carers.				APST 7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.				APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Example Only