



WIL011

# Professional Experience 1 Report

## INSTRUCTIONS TO SUPERVISING TEACHER

This Professional Experience Report is to be completed at the end of that placement or placements identified by this institution as providing developmental opportunities in relation to the Australian Teacher Standards for graduates. The Professional Experience Overview contains advice of this professional experience placement and where it fits with other placements in the Teacher Education Student program as well as information of the teaching demands of Teacher Education Students. Supervising Teachers should refer to the accompanying [Evidence Guide](#) before completing this report. Teacher Education Students are to be assessed for each standard/requirement as either:

**WT** = Working towards

**D** = Demonstrated

**E** = Exceeded expectations

**Please do NOT USE N/A or leave a Standard empty.**

Using N/A or leaving a Standard empty in this report means students have not met requirements and will not be eligible for graduation.

If a student has not had the opportunity to demonstrate any of the standards an assessment on their understanding of the standards will be sufficient. The student may demonstrate their understanding against a standard through a discussion with the Supervising Teacher. Please assess demonstration of understanding against the standard, when necessary.

If Standards are not able to be demonstrated, please provide an explanation in the appropriate comment section. The overall assessment is either Satisfactory or Unsatisfactory.

This document is to be signed by the Supervising Teacher, the Teacher Education Student, and a third party overseeing the Professional Experience placement. This may include a Principal, Vice-principal, Assistant Principal, Head of Faculty, Executive, or other Nominee.

Upon completion, please return the Final Report to the Teacher Education Student who will upload it via our Learning Management System Moodle no later than ten (10) working days after completion of the professional experience placement.

## DETAILS

<b>Student Name</b>				<b>Student ID</b>	
<b>School</b>				<b>Program</b>	
<b>Subject(s) Taught</b>					
<b>Placement Dates</b>				<b>Number of Days Attended</b>	
<b>Supervising Teacher Name</b>					
<b>Accreditation Level:</b>	Lead	Highly accomplished	Proficient	Not accredited	
<b>Supervising Teacher Years Teaching:</b>	Less than 2	2 - 5	6-10	11-20	20+

## PROFESSIONAL KNOWLEDGE

### 1. TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN

	WT	D	E
1.1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.			
1.2.1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.			
1.3.1 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			
1.4.1 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.			
1.5.1 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet to specific learning needs of students across the full range of abilities.			
1.6.1 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with a disability.			
Comments:			

### 2. TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS

	WT	D	E
2.1.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.			
2.2.1 Organise content into an effective learning and teaching sequence.			
2.3.1 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.			
2.4.1 Demonstrate broad knowledge of and understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
2.5.1 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.			
2.6.1 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.			
Comments:			

## PROFESSIONAL PRACTICE

### 3. TEACHERS PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

	WT	D	E
3.1.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.			
3.2.1 Plan lesson sequences using knowledge of student learning content and effective teaching strategies.			
3.3.1 Include a range of teaching strategies			
3.4.1 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.			
3.5.1 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.			
3.6.1 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.			
3.7.1 Describe a broad range of strategies for involving parents /carers in the educative process.			
Comments:			

### 4. TEACHERS CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

	WT	D	E
4.1.1 Identify strategies to support inclusive student participation and engagement in classroom activities.			
4.2.1 Demonstrate the capacity to organize classroom activities and provide clear directions.			
4.3.1 Demonstrate knowledge of practical approaches to manage challenging behaviour.			
4.4.1 Describe strategies that support students' well-being and safety working within school and/ or system, curriculum and legislative requirements.			
4.5.1 Demonstrate and understanding of relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching.			
Comments:			

## 5. TEACHERS ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

	WT	D	E
5.1.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.			
5.2.1 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.			
5.3.1 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.			
5.4.1 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			
5.5.1 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.			
Comments:			

## 6. TEACHERS ENGAGE IN PROFESSIONAL LEARNING

	WT	D	E
6.1.1 Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.			
6.2.1 Understand the relevant and appropriate sources of professional learning for teachers.			
6.3.1 Seek and apply constructive feedback from supervisors and teachers and to improve teaching practices.			
6.4.1 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.			
Comments:			

**7. TEACHERS ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY**

	<b>WT</b>	<b>D</b>	<b>E</b>
7.1.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.			
7.2.1 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.			
7.3.1 Understand strategies for working effectively, sensitively, and confidentially with parents/carers.			
7.4.1 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.			
Comments:			

**PERSONAL LANGUAGE, LITERACY AND NUMERACY COMPETENCIES**

The Teacher Education Student can use the English language appropriately and accurately to communicate and manage interactions with students and colleagues effectively both inside and outside the classroom

**Satisfactory**

**Unsatisfactory**

The Teacher Education Student demonstrates mastery of the full range of literacy and numeracy competencies required of a beginning teacher

**Satisfactory**

**Unsatisfactory**

**IMPACT ON STUDENT LEARNING**

The Teacher Education Student has had a positive impact on student learning on:

1. Understanding	Yes	No
2. Small groups	Yes	No
3. The whole class	Yes	No

# FINAL GRADE

*Satisfactory*

*Unsatisfactory*

## SUMMARY COMMENTS

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## SIGNATURES

<i>Supervising Teacher's name</i>			
<i>Signature</i>		<i>Date</i>	
<i>Student's name</i>			
<i>Student's signature</i>		<i>Date</i>	
<i>Principal/Head of Faculty/ Executive or Nominee's name</i>			
<i>Signature</i>		<i>Date</i>	