



Professional Experience Report

This professional experience report template provides a mechanism for reporting on pre-service teachers' (PST) development while completing the professional experience components of their initial teacher education (ITE) program.

The reporting template references the Australian Professional Standards for Teachers (APSTs) collated into the following categories:

1. Planning for learning and teaching
2. Teaching effectively
3. Creating and maintaining supportive learning environments
4. Assessing and providing feedback for learning
5. Demonstrating professional and ethical conduct

This report is to be completed by the Mentor Teacher with the Pre-Service Teacher present so that they can benefit from the reflective discussion and to contribute information.

For your convenience, this report is pre-filled to the required standard. You are of course encouraged to modify these responses and add comments as appropriate.

Placement Standard

Please select the standard of the placement.

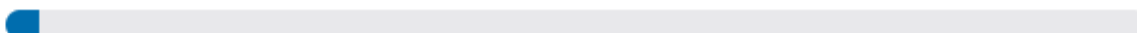
If you are unsure of the placement standard:

- The Mentor Teacher can follow the steps outlined on the [Monash Education Mentor Hub](#)
- The Pre-Service Teacher can check their Moodle page for this Unit

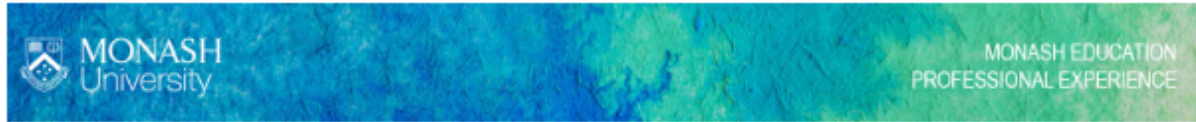
Beginning

Consolidating

Graduate



Please note this is a sample report only and paper reports will not be accepted as an end of placement assessment



Pre-Service Teacher

PST Full Name	<input type="text"/>
Student Number	<input type="text"/>
PST Email (must contain @student.monash.edu)	<input type="text" value="@student.monash.edu"/>
Course (eg. Bachelor of Education (Primary))	<input type="text"/>

Placement Experience

Unit Code	<input type="text" value="EDF"/>
Number of Placement Days	<input type="text"/>
Placement Start Date	<input type="text" value="dd/mm/yyyy"/>
Placement End Date	<input type="text" value="dd/mm/yyyy"/>

Host Organisation

School/Centre Name	<input type="text"/>
Mentor Full Name	<input type="text"/>
Mentor Email	<input type="text"/>
Organiser of Teacher Practice Name	<input type="text"/>
Organiser of Teacher Practice Email	<input type="text"/>

Please note, once you go past this point of the eReport, you can't go back to view or change your responses.

DRAFT SAMPLE

Assessment Ratings Scale for APST Descriptors

Mentor teachers should apply professional judgements using evidence of the PST's demonstrated knowledge, practice, and engagement in relation to the expected APST descriptors for the stage. Resources to assist the assessment may include, but are not limited to observed practice, written feedback, lesson plans, professional conversations and the Pre-Service Teacher's Reflection Journal.

Consideration should be given for the placement context and opportunities to encounter relevant experiences enabling the PST to demonstrate the APST.

Section 1: Planning for learning and teaching

Not Encountered (NE)	Not Met (NM)	Met (M)	Exceeds (E)		
No opportunity to meet the APST descriptor	APST descriptor has not been met	APST descriptor has been met	APST descriptor has been met above expectation		
		NE	NM	M	E
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1.2 Demonstrate knowledge and understanding of research into how learners learn and the implications for teaching	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of learners across the full range of abilities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2.2 Organise content into an effective learning and teaching sequence	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2.3 Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and lesson plans	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
<hr/>					
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3.1 Set learning goals that provide achievable challenges for learners of varying abilities and characteristics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3.2 Plan lesson sequences using knowledge of learners' learning, content and effective teaching strategies	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

If you would like to explain your rating further, please use the comment box below.

Section 2: Teaching Effectively

Not Encountered (NE)	Not Met (NM)	Met (M)	Exceeds (E)
No opportunity to meet the APST descriptor	APST descriptor has not been met	APST descriptor has been met	APST descriptor has been met above expectation

	NE	NM	M	E
1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of learners from Aboriginal and Torres Strait Islander backgrounds	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for learners	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.3 Include a range of teaching strategies	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage learners in their learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.7 Describe a broad range of strategies for involving parents/carers in the educative process	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Section 3: Creating and Maintaining Supportive Learning Environments

Not Encountered (NE)	Not Met (NM)	Met (M)	Exceeds (E)
No opportunity to meet the APST descriptor	APST descriptor has not been met	APST descriptor has been met	APST descriptor has been met above expectation

	NE	NM	M	E
1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of learners with disability	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.4 Describe strategies that support students' wellbeing and safety working within learning contexts and/or system, curriculum and legislative requirements	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

If you would like to explain your rating further, please use the comment box below.

Section 4: Assessing and Providing Feedback for Learning

Not Encountered (NE)	Not Met (NM)	Met (M)	Exceeds (E)
No opportunity to meet the APST descriptor	APST descriptor has not been met	APST descriptor has been met	APST descriptor has been met above expectation

	NE	NM	M	E
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess learners' learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to learners about their learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of learners' learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5.4 Demonstrate the capacity to interpret learner assessment data to evaluate learners' learning and modify teaching practice	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5.5 Demonstrate understanding of a range of strategies for reporting to learners and parents/carers and the purpose of keeping accurate and reliable records of learner achievement.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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Section 5: Demonstrating Professional and Ethical Conduct

Not Encountered (NE)	Not Met (NM)	Met (M)	Exceeds (E)
No opportunity to meet the APST descriptor	APST descriptor has not been met	APST descriptor has been met	APST descriptor has been met above expectation

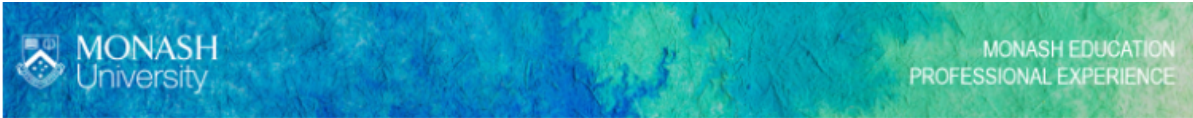
	NE	NM	M	E
6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6.2 Understand the relevant and appropriate sources of professional learning for teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Section 6: Mid-Placement Review

Please upload your completed [Mid-Placement Review](#) here.

Note: You can choose to not upload the review document. In that instance, the next question will prompt Nic Shepard and Nicole Shepard to provide a typed summary of the Mid-Placement feedback.

Drop files or click here to upload



Section 7: Final Assessment Result

Assessment of professional capacities

	Yes	No
Demonstrates a professional attitude	<input type="radio"/>	<input type="radio"/>
Takes initiative in day-to-day professional actions and behaviours	<input type="radio"/>	<input type="radio"/>
Demonstrates flexibility in their approach	<input type="radio"/>	<input type="radio"/>
Is collaborative in their approach	<input type="radio"/>	<input type="radio"/>
Communicates effectively with colleagues	<input type="radio"/>	<input type="radio"/>
Is open to learning and feedback	<input type="radio"/>	<input type="radio"/>
Shows willingness to be involved in all aspects of the school or centre	<input type="radio"/>	<input type="radio"/>

Recommendation for result

Satisfactory

Not Satisfactory