



### FACULTY OF EDUCATION AND SOCIAL WORK

<input type="checkbox"/> BEd Primary Year 4
<input type="checkbox"/> BEd Secondary HMHE Year 4
<input type="checkbox"/> BEd Secondary Combined degrees Year 4
<input type="checkbox"/> Bachelor/Master Teaching (Primary/Secondary) Year 2

### PROFESSIONAL EXPERIENCE REPORT: GRADUATING PRESERVICE TEACHER

NAME: ..... DATES: .....

SCHOOL: ..... NO. OF DAYS: .....  
*(including pre-placement days)*

SECONDARY: CURRICULUM AREA(S):.....

PRIMARY: CLASS/GRADE:.....

COOPERATING TEACHER(S): .....

This report is completed by the Cooperating Teacher(s) in consultation with the University Supervisor and in reference to the Evidence Guide. The student is assessed as either 'Satisfied requirements' (R) or 'Fail' (F) for each element in this report. The criteria for assessment of each element are listed, and form the basis for the final grade recommended. The assessment criteria are based upon the NSW Institute of Teachers graduate standards.

<b>1. Pre-Service Teachers know their subject content and how to teach that content to their students</b>	<input type="checkbox"/>	<input type="checkbox"/>
	R	F
Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content / discipline(s). (1.1.1)		
Demonstrate a developing knowledge of pedagogies relevant to the content/disciplines taught. (1.1.2)		
Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act. (1.1.3)		
<u>Comments:</u>		

<b>2. Pre-Service Teachers know their students and how they learn</b>	<input type="checkbox"/>	<input type="checkbox"/>
	R	F
Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. (2.1.1)		
Demonstrate knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns. (2.1.2)		
Demonstrate knowledge of students' different approaches to learning. (2.1.3)		
Demonstrate knowledge and understanding of students' skills, interests and prior achievements and their impact on learning. (2.1.4)		
Demonstrate knowledge and understanding of specific strategies for teaching a diversity of students, including Aboriginal and Torres Strait Islander students, students with Special Education needs, non-English speaking background students and students with challenging behaviours. (2.1.5)		
Demonstrate knowledge of a range of literacy strategies to meet the needs of all students including Aboriginal and Torres Strait Islander students, students with Special Education needs, non-English speaking background students and students with challenging behaviours. (2.1.6)		
<u>Comments:</u>		

<b>3. Pre-Service Teachers plan, assess and report for effective learning</b>	<input type="checkbox"/> R	<input type="checkbox"/> F
Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation. (3.1.1)		
Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes. (3.1.2)		
Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes. (3.1.3)		
Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning. (3.1.4)		
Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes. (3.1.5)		
Demonstrate knowledge of the link between outcomes and assessment strategies. (3.1.6)		
Give helpful and timely oral and written feedback to students. (3.1.7)		
Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students' progress. (3.1.8)		
Demonstrate an understanding of the principles and practices of reporting to students, parents and caregivers. (3.1.9)		
Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning. (3.1.10)		
<u>Comments:</u>		

<b>4. Pre-Service Teachers communicate effectively with their students</b>	<input type="checkbox"/> R	<input type="checkbox"/> F
Communicate clear directions to students about learning goals. (4.1.1)		
Demonstrate a range of questioning techniques designed to support student learning. (4.1.2)		
Listen to students and engage them in classroom discussion. (4.1.3)		
Demonstrate effective use of the English language in communicating with students.		
Use student group structures as appropriate to address teaching and learning goals. (4.1.4)		
Use a range of teaching strategies and resources including ICT and other technologies to foster interest and support learning. (4.1.5)		
<u>Comments:</u>		

<b>5. Pre-Service Teachers create and maintain safe and challenging learning environments through the use of classroom management skills</b>	<input type="checkbox"/> R	<input type="checkbox"/> F
Demonstrate a variety of strategies to develop rapport with all students. (5.1.1)		
Establish supportive learning environments where students feel safe to risk full participation. (5.1.2)		
Demonstrate strategies to create a positive environment supporting student effort and learning. (5.1.3)		
Provide clear directions for classroom activities and engage students in purposeful learning activities. (5.1.4)		
Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom (5.1.5)		
Demonstrate knowledge of principles and practices for managing classroom discipline. (5.1.6)		
Understand specific requirements for ensuring student safety in schools. (5.1.7)		
<u>Comments:</u>		

<b>6. Pre-Service Teachers continually improve their professional knowledge and practice</b>	<input type="checkbox"/> R	<input type="checkbox"/> F
Demonstrate a capacity to reflect critically on and improve teaching practice. (6.1.1)		
Demonstrate knowledge of the importance of teamwork in an educational context. (6.1.4)		
Accept and respond to constructive feedback to improve and refine teaching and learning practices. (6.1.5)		
Prepare for and contribute to discussions about the teaching profession or subject / content. (6.1.6)		
<u>Comments:</u>		

<b>7. Pre-Service Teachers are actively engaged members of their profession and the wider community</b>	<input type="checkbox"/> R	<input type="checkbox"/> F
Demonstrate effective use of the English language in communicating with parents and caregivers. (7.1.1)		
Demonstrate the importance of involving parents and caregivers in the educative process and the use of a limited number of strategies to seek that involvement. (7.1.3)		
Demonstrate the capacity to work effectively with external professionals, teachers' aides and community-based personnel to enhance student learning opportunities. (7.1.4)		
Understand regulations and statutes related to teachers' responsibilities and students' rights. (7.1.5)		
Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, and the local community. (7.1.6)		
<u>Comments:</u>		

<b>8. Pre-Service Teachers fulfil the university's requirements for the practicum</b>	<input type="checkbox"/> R	<input type="checkbox"/> F
Adequately document their planning for teaching using either written lesson plans or a day book, as prescribed by the Faculty for this practicum.		
Attend all the prescribed days for the practicum placement, for the full school day (unless Faculty approval has been obtained for any other variation).		
<u>Comments:</u>		

FINAL GRADE (tick one):  **Satisfied requirements (R)**                       **Fail (F)**  
*In order to be assessed as R (Satisfied requirements) for the final grade, the student must have been assessed as R for all eight elements.*

COMMENTS ON THE PROFESSIONAL EXPERIENCE:

COOPERATING TEACHER'S SIGNATURE: ..... DATE: .....

STUDENT TEACHER'S SIGNATURE: ..... DATE: .....