



FACULTY OF EDUCATION AND SOCIAL WORK

BEd Primary	<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 3
BEd Secondary HMHE	<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 3
BEd Secondary Combined Degrees	<input type="checkbox"/> Year 3	
Bachelor/Master of Teaching Primary/Secondary	<input type="checkbox"/> Year 1	

PROFESSIONAL EXPERIENCE REPORT: NON-GRADUATE 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.

1. Pre-Service Teachers know their subject content and how to teach that content to their students	<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>		

2. Pre-Service Teachers know their students and how they learn	<input type="checkbox"/>	<input type="checkbox"/>
	R	F
Demonstrate a developing 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 a developing 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 a developing knowledge of students' different approaches to learning. (2.1.3)		
Demonstrate a developing knowledge and understanding of students' skills, interests and prior achievements and their impact on learning. (2.1.4)		
<u>Comments:</u>		

3. Pre-Service Teachers plan, assess and report for effective learning	<input type="checkbox"/> R	<input type="checkbox"/> F
Develop 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)		
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 a growing awareness of the principles and practices of reporting to students, parents and caregivers. (3.1.9)		
Demonstrate a developing 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>		

4. Pre-Service Teachers communicate effectively with their students	<input type="checkbox"/> R	<input type="checkbox"/> F
Demonstrate effective use of the English language in communicating with students, including their 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)		
Communicate clear directions to students about learning goals. (4.1.1)		
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>		

5. Pre-Service Teachers create and maintain safe and challenging learning environments through the use of classroom management skills	<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 a developing knowledge of practical approaches to managing student behaviour and their applications in the classroom (5.1.5)		
Demonstrate a developing 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>		

6. Pre-Service Teachers continually improve their professional knowledge and practice	<input type="checkbox"/>	<input type="checkbox"/>
	R	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)		
<u>Comments:</u>		

7. Pre-Service Teachers are actively engaged members of their profession and the wider community	<input type="checkbox"/>	<input type="checkbox"/>
	R	F
Demonstrate effective use of the English language in communicating with parents and caregivers where the opportunity arises. (7.1.1)		
Demonstrate the capacity to work effectively with others in the profession including ancillary staff 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)		
<u>Comments:</u>		

8. Pre-Service Teachers fulfil the university's requirements for the practicum	<input type="checkbox"/>	<input type="checkbox"/>
	R	F
Adequately document their planning for teaching including written lesson plans 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 given for any 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: