

Swinburne Online

Interim Experience/Placement Report:

Masters of Teaching (Primary)

Graduate Diploma of Teaching (Primary)

Unit Code	Unit Title	Placement Type	Dates of Professional Experience
LEM503	Supervised Practicum A: Literacy and Numeracy 1	20 days	From 26/8/13 to 13/9/13 9/10/13 to 15/10/13
Pre-service teacher's name: CATHERINE HARRIS			
Name of Education Setting: CRANBROOK JUNIOR			
Mentor Teacher 1 (name): ROBERTA KEENAHAN			
Mentor Teacher 2 (name): (if applicable)			

15 DAYS
+ 5 DAYS

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Important Information for the Mentor Teacher and Pre-service Teacher

1. This Interim Experience Report should be completed by the Mentor Teacher mid-way through the 20 day placement experience.
2. The Interim Report requires assessment against the National Professional Standards for Graduate Teachers and Pre-service Teachers are to be assessed for each descriptor of each Graduate Standard below as either: **ND** – Not demonstrated, or **D** – Demonstrated.

This Interim Report should then be discussed with the Pre-service Teacher as a guide to analysing the observed teaching performance to date, noting demonstrated strengths and areas in need of improvement. This discussion will also assist with the Pre-service Teacher's reflection process.

It does not have to be returned to Swinburne Online.

3. Swinburne University of Technology have developed an extensive list of examples for judging achievement of graduate standards. It covers 1 - 7 of AITSL Graduate Standards at each stage of practice and incorporates the use of learning technologies. These examples can be found on the Professional Experience website.
www.swinburneonline.edu.au/sites/www.swinburneonline.edu.au/files/pdf_documents/graduate_teachers_standards.swinburne_inventory_of_evidence.pdf
4. If problems arise during the placement period, Mentor Teachers are requested to discuss this immediately with the person in your setting who is responsible for organising the placement rather than wait until the end of the placement period when the final report is to be written.

Swinburne Online believes that it is important to identify where a Pre-service Teacher appears to be at risk of not achieving a satisfactory level in placement **as early as possible during a placement** and that the Education setting informs the Pre-service Teacher of particular areas of concern so that he/she can have adequate time to improve.

When a Pre-service Teacher has been identified as "at risk" the Swinburne Online Professional Placements Office must be notified immediately.

Swinburne Online	Phone:	(03) 8525 5606
Professional Placements Office	Email:	placements@swinburneonline.com
Level 1, 541 St Kilda Road	Web:	www.swinburneonline.com
Melbourne Victoria 3004		

This form should be completed in duplicate.

1. ORIGINAL: To be retained by the Pre-service Teacher
2. Copy: To be retained by the Education Setting

National Professional Standards for Graduate Teachers
Please use a tick (✓) in the relevant column against each Graduate Teacher Standard descriptor.

Professional Knowledge: Standard 1 – Know students and how they learn	ND	D
1.2 Understand how students learn		✓
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds		✓
Professional Knowledge: Standard 2 – Know the content and how to teach it	ND	D
2.1 Content and teaching strategies of the teaching area		✓
2.2 Content selection and organisation		✓
2.3 Curriculum, assessment and reporting.		✓
2.5 Literacy and numeracy strategies		✓
2.6 Information and Communication Technology (ICT)		✓
Professional Practice: Standard 3 – Plan for and implement effective teaching and learning	ND	D
3.1 Establish challenging learning goals		✓
3.2 Plan, structure and sequence learning programs		✓
3.3 Use teaching strategies		✓
3.4 Select and use resources		✓
3.5 Use effective classroom communication		✓
3.6 Evaluate and improve teaching programs		✓
Professional Practice: Standard 4 – Create and maintain supportive and safe learning environments	ND	D
4.1 Support student participation		✓
4.2 Manage classroom activities		✓
Professional Practice: Standard 5 – Assess, provide feedback and report on student learning	ND	D
5.2 Provide feedback to students on their learning		✓
Professional Engagement: Standard 6 – Engage in professional learning	ND	D
6.1 Identify and plan professional learning needs		✓
6.2 Engage in professional learning and improve practice		✓
6.3 Engage with colleagues and improve practice		✓
6.4 Apply professional learning and improve student learning		✓
Professional Engagement: Standard 7 – Engage professionally with colleagues, parents/carers and the community	ND	D
7.1 Meet professional ethics and responsibilities		✓
7.4 Engage with professional teaching networks and broader communities		✓

Mentor Teacher Comments, including suggestions (if appropriate) for areas in which the Pre-service Teacher should endeavour to gain specific professional experience during this practicum period:

Catherine has begun her placement in a very successful and positive way. The students respond well to her and Catherine's eagerness and enthusiasm are contagious. Some suggestions for future teaching:-

- curb rhetorical q's
- use more visual/auditory signals (hand clapping etc)
- insist on everyone stop/look/listen when speaking
- repeat short, clear instructions
- sometimes come down to their level when speaking (rather than always standing up).

Pre-service Teacher reflections for future planning and reference.

I'm looking forward to putting these suggestions into practice for my maths lessons this week.

The advice will help me maintain the boys focus & conserve my energy levels!

Swinburne Online student:

Signature



Date

9/9/13

Mentor Teacher 1:

Signature



Date

6/9/13

Mentor Teacher 2: (if applicable)

Signature

Date