

PROFESSIONAL EXPERIENCE

PLACEMENT REPORT ON PRESERVICE TEACHER



University of
South Australia

PRESERVICE TEACHER: «Given_Name» «Surname»
STUDENT ID: «Student_Code»
SITE: «Agency_Name»
PLACEMENT SUPERVISOR(S): «Supervisors__Agency_Personnel_Name», «Supervisors__Staff_Name»
YEAR LEVEL(S) OR LEARNING AREA (secondary only) TAUGHT: «Placement_Experience_List»
DATES OF PLACEMENT: «Placement_Start_Date» to «Placement_End_Date»
TOTAL DAYS: «Total_Experience_Days»
PLACEMENT OUTCOME: «Supervisor_evaluation_Ans»

Supervisor overall comment

«Supervisor_comment»

Preservice teacher comment

«PST_Comments»

Supervisor comments teaching competencies

Outstanding/Good/Satisfactory/Unsatisfactory

1. Operates effectively with and on a body of knowledge of sufficient depth to begin practice as an early childhood education professional.
 - 1.1. Use designated format for planned activities
 - 1.2. Discusses relationship between theory, curriculum, policy and practice
 - 1.3. Objectively records observations of children's behaviour
 - 1.4. Interprets observations using developmental texts

«Operates_effectively_Ans»

«Operates_effectively_Comm»

2. Is prepared for lifelong learning in pursuit of personal development and excellence in early childhood education practice.
 - 2.1. Asks questions
 - 2.2. Shares ideas
 - 2.3. Seeks and is receptive to feedback, and acts on advice given
 - 2.4. Responds confidently and flexibly to changes in the environment
 - 2.5. Critically evaluates learning experiences
 - 2.6. Collects ideas and resources for planned experiences, professional resources, and information on infants and toddlers

«Lifelong_learning_Ans»

«Lifelong_learning_Comm»

3. Is an effective problem solver, capable of applying logical, critical and creative thinking to a range of situations within early childhood education contexts.

Demonstrates ability to carry out basic program elements in ways which engage children's interests and fulfil the program aims of the centre in developmentally appropriate ways

- 3.1. Plans appropriate experiences for individuals
- 3.2. Implements appropriate experiences for individuals
- 3.3. Uses routines to initiate learning experiences
- 3.4. Uses spontaneous events/incidents to extend identifiable facets of children's learning and development

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- 3.5. Encourages children's play
- 3.6. Provides opportunities and encouragement to infants and toddlers to develop skills of independence (e.g. crawling, walking, eating)

Demonstrates increasing skills in the management of children's behaviour

- 3.7. Handles all routines in a relaxed and reassuring manner (nappy changing, toileting, sleep, feeding, dressing)
- 3.8. Identifies, discusses and attempts to implement positive and consistent strategies for guiding and managing children's behaviour
- 3.9. Identifies, discusses and avoids employing negative and inappropriate techniques to manage children's behaviour

«Problem_solver_Ans»

«Problem_solver_Comm»

4. Can work both autonomously and collaboratively as an early childhood education professional

Interactions with children

- 4.1. Shows enjoyment of, respect for and appreciation of children
- 4.2. Responds positively to the individual characteristics of young children
- 4.3. Encourages children to explore materials and environments

Working autonomously

- 4.4. Is punctual, reliable, conscientious and shows increasing initiative
- 4.5. Keeps written records up-to-date and available
- 4.6. Maintains individual records on the development of one focus child

Working collaboratively

- 4.7. Identifies, records and participates in the routines of the centre
- 4.8. Cooperates with other staff
- 4.9. Actively engages in the activities of the centre in a positive manner

«Auton_collab_Ans»

«Auton_collab_Comm»

5. Communicates effectively within early childhood education professional contexts and as a member of the community

Communicates and deals with children in effective, positive ways

- 5.1. Greets children upon arrival at the centre
Calls children by their given names and listens attentively to children
- 5.2. Responds sensitively to children's needs to express and receive affection, or if children showing distress
- 5.3. Interacts sensitively with babies and young children, and uses appropriate verbal and non-verbal communication with children (e.g. reciprocal interactions, redirecting behaviour)
- 5.4. Appropriately interprets the verbal and non-verbal cues of infants and toddlers (e.g. crying, biting, raised arms)
- 5.5. Responds positively to infants' and toddlers' attempts to use language
- 5.6. Provides experiences on a daily basis which extend children's use of language and their interest in words (e.g. reading & telling stories, uses music, fingerplays, songs, etc.)

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Communicates with staff in effective, positive ways

- 5.7. Openly discusses plans, tasks and movements within the centre at suitable times with the appropriate staff
- 5.8. Organises and presents written records in a professional manner

«Comms_effectively_Ans»

«Comms_effectively_Comm»

6. Demonstrates culturally responsive practices as an early childhood educational and as a citizen.
 - 6.1. Uses non-discriminatory behaviour and language
 - 6.2. Demonstrates awareness of differing family values and child-rearing practices and responds sensitively to such differences
 - 6.3. Provides experiences which reflect the diversity of the children in the centre and the community

«Culturally_Ans»

«Culturally_Comm»

7. Is committed to ethical action and social responsibility as an early childhood education professional and as a citizen.

Acts in ways that maintain the safety and wellbeing of children

- 7.1. Maintains confidentiality
- 7.2. Enquires about and records safety procedures and precautions essential for infants and toddlers
- 7.3. Identifies and/or discusses potentially harmful materials/situations and protects children from them
- 7.4. Recognises obvious symptoms of ill health and reports instances to appropriate staff
- 7.5. Encourages children to use equipment carefully
- 7.6. Follows established routines for the safety and wellbeing of children

Follows occupational, health and safety requirements

- 7.7. Identifies and discusses potentially harmful materials and situations showing an awareness of own physical limitations
- 7.8. Identifies and/or discusses occupational, health and safety requirements (such as correct procedures for handling equipment, and lifting procedures) and adheres to them
- 7.9. Carries out correct procedures relating to cross infection and contamination

«Ethical_Ans»

«Ethical_Comm»

Verification by Authorised University Personnel

The Supervising Teacher, Site Coordinator and Preservice Teacher have been consulted during the placement and this report documents evidence of the Preservice Teacher's achievement of the Professional Experience objectives.

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A handwritten signature in black ink, appearing to read 'Amie Albrecht'.

University Personnel Signature

Associate Professor Amie Albrecht
Interim Dean of Programs, UniSA Education Futures

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