THE UNIVERSITY OF SYDNEY

FACULTY OF EDUCATION AND SOCIAL WORK

- ☐ BEd Primary Year 4 Internship
- ☐ BEd Secondary Combined Degrees Internship Year 5
- ☐ BEd Secondary Human Movement Year 4 Internship
- ☐ Master of Teaching (Primary/Secondary) Internship

INTERNSHIP PROFESSIONAL EXPERIENCE REPORT

GRADUATING PRESERVICE TEACHER

NAME: _____ DATES: _____

SCHOOL: _____ NO. OF DAYS: _____

(including pre-placement days)

☐ SECONDARY: CURRICULUM AREA(S): _____

☐ PRIMARY: CLASS/GRADE: _____

SUPERVISING TEACHER(S): _____

The Internship Report is structured in terms of the National Professional Standards for Teachers: Graduate (AITSL). Standards and Focus Areas are listed below.

– The overall grade for assessment of the Professional Experience is either 'Satisfied Requirements' [R] or 'Fail' [F].
– Each Standard and Focus Area within the report needs to assessed as: ND: Not Developed, D: Developed. Assessment judgement is to be guided by Graduate Stage indicator statements suggested for each Standard within the Evidence Guide provided in the Handbook.

| ND = Not Developed | D = Developed

STANDARD 1 - KNOW STUDENTS AND HOW THEY LEARN		ND	D
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	☐	☐
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	☐	☐
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	☐	☐
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	☐	☐
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	☐	☐
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	☐	☐

Comments:

Return copy of report form to: Office of Professional Experience, Room 604, Lvl 6, Faculty of Education and Social Work, Education Building A35, Manning Road, The University of Sydney NSW 2006

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STANDARD 2 - KNOW THE CONTENT AND HOW TO TEACH IT	ND	D
2.1.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	☐	☐
2.2.1 Organise content into an effective learning and teaching sequence.	☐	☐
2.3.1 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	☐	☐
2.4.1 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait islander histories, cultures and languages.	☐	☐
2.5.1 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	☐	☐
2.6.1 Implement teaching strategies for using ICT to expand curriculum learning and opportunities for students.	☐	☐

Comments:

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STANDARD 3 - PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	D
3.1.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	☐	☐
3.2.1 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	☐	☐
3.3.1 Include a range of teaching strategies in teaching.	☐	☐
3.4.1 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	☐	☐
3.5.1 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	☐	☐
3.6.1 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	☐	☐
3.7.1 Describe a broad range of strategies for involving parents/carers in the educative process.	☐	☐

Comments:

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STANDARD 4 - CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	ND	D
4.1.1 Identify strategies to support inclusive student participation and engagement in classroom activities.	☐	☐
4.2.1 Demonstrate the capacity to organise classroom activities and provide clear directions.	☐	☐
4.3.1 Demonstrate knowledge of practical approaches to manage challenging behaviour.	☐	☐
4.4.1 Describe strategies that support students' well-being and safety working within school and /or system, curriculum and legislative requirements.	☐	☐
4.5.1 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.	☐	☐

Comments:

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STANDARD 5 - ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	ND	D
5.1.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	☐	☐
5.2.1 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	☐	☐
5.3.1 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	☐	☐
5.4.1 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	☐	☐
5.5.1 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	☐	☐

Comments:

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STANDARD 6 - ENGAGE IN PROFESSIONAL LEARNING	ND	D
6.1.1 Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	☐	☐
6.2.1 Understand the relevant and appropriate sources of professional learning for teachers.	☐	☐
6.3.1 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	☐	☐
6.4.1 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	☐	☐

Comments:

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STANDARD 7 - ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	ND	D
7.1.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	☐	☐
7.2.1 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	☐	☐
7.3.1 Understand strategies for working effectively, sensitively and confidentially with parents/carers.	☐	☐
7.4.1 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	☐	☐

Comments:

FINAL GRADE (TICK ONE): ☐ SATISFIED REQUIREMENTS [R] ☐ FAIL [F]

In order to be assessed as R (Satisfied Requirements) for the final grade, the Preservice Teacher must have been assessed with all standards achieved.

GENERAL COMMENTS ON THE PROFESSIONAL EXPERIENCE:

SUPERVISING TEACHER'S SIGNATURE: _____ DATE: _____

PRESERVICE TEACHER'S SIGNATURE: _____ DATE: _____