



School of Education

Bachelor of Education (Early Childhood)

TEAC3050: Professional Practice Birth – 3 Years

FINAL REPORT

30-day placement with children under the age of 3 years.
A minimum of 10 days with children under 2 years

Dates of Professional Experience: [There are 5 orientation/observation days followed by 25 days professional practice days]	TO
Pre-service Teacher's Name:	
Pre-service Teacher's ID Number:	
Centre/Setting Name:	
Supervising Teacher's Name:	
University Advisor's Name:	

Professional Experience Team:
P: (02) 9772 6396
Email: EduPEX@westernsydney.edu.au



Pre-service Teacher's Name: _____ Student Number: _____

Criteria	Satisfactory	Unsatisfactory
1. APST 1 Know Children and How They Learn. (SLO 3 & 4)		
a. Collects and documents relevant information about at least two children's experiences within their family and community and at the centre. (APST 1.1)		
b. Clearly documents and assesses children's play, learning, relationships and dispositions in ways that are analytical and accessible to families. (APST 1.2)		
c. Maintains a child portfolio for at least two children (one under two years and one two-year-old (APST 1.1)		
d. Draws on a range of knowledges - including child development theory, dispositions, and the socio-culturally specific information collected from staff and families - to identify the possible points of children's development and learning (APST 1.1, 1.2 & 1.3)		
e. Investigates the socio-cultural context (the unique and specific social, cultural and economic features) of the setting and broader community, analyses this information and articulates relevant implications of this contextual information for their practice. (APST 1.3)		
f. Develops curriculum and bases interactions on children's interests and competencies and 'the funds of knowledge' in the children's homes and communities. (APST 1.3 & 1.4)		
2. APST 2 Know the Content and How to Teach It (SLO 5 & 6)		
a. Plans play based experiences that incorporate a range of teaching and learning strategies to scaffold children's learning. (APST 2.1)		
b. Draws on the Early Years Learning Framework learning outcomes in analysis of observations and planning. (APST 2.2)		
c. Designs and implements individual and small group play-based experiences and learning centres that build on children's strengths, interests and experiences across a range of developmental and learning domains (APST 2.2, 2.3),		
d. Designs and implements individual and small group play-based experiences that include everyday language and support the development of literacy and mathematical vocabulary and concepts. (APST 2.5)		
e. Designs small group experiences and learning centres and interacts with children in ways that promote social interactions and encourage children's use of language. (APST 2.4)		
f. Critically reflects on and documents evaluation of experiences and interactions in a way that provides useful analysis and leads to relevant future planning. (APST 2.3)		



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Criteria	Satisfactory	Unsatisfactory
3. APST 3 Plan for and Implement Effective Teaching and Learning (SLO 3, 6, 7)		
a. Documents planned and spontaneous experiences and discusses planned experiences with relevant staff members prior to implementation.(APST 3.2)		
b. Draws on the planning cycle to design, implement and evaluate learning experiences that use appropriate resources to promote sensory experience and investigative enquiry across learning domains (APST 3.4 & 3.6)		
c. Uses understanding of children's current capabilities and emerging understanding to establish appropriately challenging learning intentions (APST 3.1)		
d. Uses intentional teaching and play-based pedagogies to extend children's learning. (APST 3.3)		
e. Shares documentation of children's learning with staff and families. (APST 3.7)		
f. Attends to and responds positively to children's verbal and non-verbal communication. (APST 3.5)		
4. APST 4 Create and Maintain Supportive and Safe Learning Environments (SLO 7 & 8)		
a. Plans learning environments that facilitate child-child and adult-child interactions and relationships. (APST 4.1)		
b. Engages in interactions with children that encourage and scaffold investigation, discovery, hypothesising, problem-solving and dispositions such as curiosity and persistence. (APST 4.1)		
c. Recognises and provides opportunities for children to exercise agency. (APST 4.1)		
d. Provides positive guidance for children's behaviours and considers resources and grouping strategies that promote social interactions and inclusion and build relationships. (APST 4.2, 4.3)		
e. Plans learning environments that offer children choices in a context of safety. (APST 4.4)		
f. Encourages independence and scaffolds developing skills in toileting, hand washing and dressing. (APST 4.2)		
g. Uses current recommendations from recognised authorities to inform practice related to: - Health and hygiene - Nutrition - Children's safety and well being - Work health and safety issues (APST 4.4)		



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5. APST 5 Assess, Provide Feedback and Report on Children's Learning		
a. Maintains ongoing observations of focus children, analyses and interprets each observation to support a formative understanding of children's learning (APST 5.1)		
b. Uses a range of methods to document children's learning progress. (APST 5.1)		
c. Analysis and interpretation of observations demonstrates understanding of theories of learning and development (APST 5.2)		
d. Shares documentation with children's families (APST 5.2)		
e. Planning is based on observation and assessment of learning. (APST 5.3)		
f. Focus child profile records child's strengths, interests, learning dispositions and areas of need. (APST 5.4)		
6. APST 6 Engage in Professional Learning (SLO 2)		
a. Identifies their own strengths and areas for further professional growth in relation to the graduate teacher standards for early childhood and primary teaching. (APST 6.4)		
b. Identifies the potentials and challenges of the professional experience setting. (APST 6.2)		
c. Documents and evaluates clear, relevant professional development goals. (APST 6.1)		
d. Documents and evaluates clear, relevant strategies to support progress towards meeting each goal. (APST 6.1)		
e. Evaluates own professional development goals in the area of documentation and assessment of children's learning and sets new goals as appropriate.		
f. Responds to feedback from the Supervising Teacher, University Advisor and peers to engage in ongoing reflection and evaluation and the establishment of new professional goals. (APST 6.3)		



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Criteria	Satisfactory	Unsatisfactory
7. APST 7 Engages Professionally with Colleagues, Parents/Carers and the Community (SLO 1 & 3)		
a. Identifies, establishes and communicates his/her presence and purpose in the setting for families, staff and children (for example displays an introductory poster). (APST 7.1)		
b. Facilitates connections that build a sense of community between themselves, staff, children and their families. (APST 7.1)		
c. Utilises strategies for finding out about significant family information, including focus children's everyday family and community experiences, and family values, aspirations and expectations for children.		
d. Collects and documents information in a professional and ethical manner and maintains confidentiality. (APST 7.2)		
e. Initiates interactions with children, families and staff. (APST 7.3)		
f. Initiates and maintains respectful communication with families.		
g. Utilises strategies for finding out about significant family information, including focus children's everyday family and community experiences, and family values, aspirations and expectations for children.		
h. Conducts responsive interactions with families, children and staff and demonstrates an ability to take on professional feedback. (APST 7.3)		

8. Placement Administration	Please answer below	
a. How many days of placement were completed by the Pre-service Teacher (The total number of days the pre-service teacher attended including orientation and observation days)?		
b. How many days did the Pre-service Teacher complete with children under 2 years ?		
c. How many days did the Pre-service Teacher complete with children over 2 years ?		
d. How many observations has the Pre-service Teacher completed and analysed across the whole professional experience (with both under two year olds and two year olds)?		
e. How many learning experiences (both planned and spontaneous) has the Pre-service Teacher implemented and evaluated across the whole professional experience (with both under two year olds and two year olds)?		
f. Did the Pre-service Teacher consistently adhere to ethical and professional responsibilities?	Yes	No
g. Was the Pre-service Teacher notified as Requiring Additional Support ("At Risk-A") (If yes, please attach documentation)?	Yes	No
h. Was the Pre-service Teacher notified as At Risk of Failing ("At Risk-B") (If yes, please attach documentation)?	Yes	No



Pre-service Teacher's Name: _____ Student Number: _____

Supervising Teacher's Summative Comments and Future Goals for Pre-service Teacher:

Signature:

Date:

Pre-service Teacher's Reflective Comments and Future Goals:

Signature:

Date:

Please save the completed form and then send to the Pre-service Teacher. The Pre-service Teacher requires a fully signed Final Report to submit to the Subject Coordinator before their EXPO presentation and upload electronically to the Subject's Ultra platform.