

Professional Experience Interim and Final Report Digital Process

Professional Experience Units (Excluding AfGT)

CDU uses the InPlace placement management system to manage the completion, submission and verification of Interim, Specialisation, and Final Assessment Reports.

Mentors complete Assessment Reports electronically using secure links emailed directly from InPlace. No InPlace login is required. Following submission by the Mentor, the Assessment Report is reviewed and acknowledged by the Pre-service Teacher before being verified by the assigned Professional Experience Supervisor. Once the workflow is complete, the Assessment Report becomes available to the Pre-service Teacher through their InPlace Portal for submission to Learnline.

Assessment Report Workflow

1. The placement commences.
2. InPlace automatically emails the Mentor a secure link to the relevant Assessment Report. The Interim Report link is sent three days before the midpoint of the placement, and the Final Report link is sent three days before the final placement day.
Please Note: The Specialisation Report applies only to EPE528 and EPR330. For these units, the Specialisation Report link is emailed to the Mentor three days before the final placement day.
3. The Mentor accesses the Assessment Report using the secure link. No InPlace login is required.
4. The Mentor completes the Assessment Report in consultation with the Pre-service Teacher, discussing progress, evidence, strengths and areas for development.
 - If a *Not Met* rating is recorded for any standard, the Mentor must immediately contact the assigned Professional Experience Supervisor.
 - If a *Not Encountered* rating is selected, InPlace will require a learning goal to be entered before the Assessment Report can be submitted.
5. The Mentor submits the Assessment Report electronically.
6. InPlace automatically notifies the Pre-service Teacher that the Assessment Report is available for acknowledgement.
7. The Pre-service Teacher acknowledges that they have reviewed and discussed the Assessment Report with their Mentor and submits their acknowledgement electronically.
8. InPlace automatically notifies the assigned Professional Experience Supervisor that the Assessment Report is ready for verification.
9. The Professional Experience Supervisor reviews the Assessment Report and submits their verification electronically.
10. The completed Assessment Report becomes available to the Pre-service Teacher through their InPlace Portal.
11. The Pre-service Teacher downloads the completed Assessment Report from the InPlace Portal and uploads it to Learnline for submission to their Unit Coordinator/Lecturer.

Please Note

Automated reminder emails are issued when Assessment Reports or acknowledgements become overdue.

If the secure Assessment Report link is lost or expires, the Mentor should contact the assigned Professional Experience Supervisor, who can generate and issue a replacement link.

Reporting Guidelines and Assessment Recommendations.

Assessment Principles

- **Professional Judgement is Essential:** Mentors assess the Pre-service Teacher’s progress based on direct observation, collected evidence, and the specific context of the placement. Assessment focuses on the Pre-service Teacher’s demonstrated knowledge, practice, and engagement in relation to the Graduate Australian Professional Standards for Teachers (APSTs).
- **Placement Context Matters:** When assessing, Mentors must consider whether the Pre-service Teacher had realistic and sufficient opportunities to demonstrate each Graduate APST descriptor. Judgements should reflect the unique characteristics and constraints of the placement setting.

Assessment Scale

Met	The graduate teacher standard descriptor has been met.
Developing	The graduate teacher standard descriptor has been partially met with scope for further development during subsequent placement days.
Not Met	The graduate teacher standard descriptor has been offered for assessment but has not been met. (Targeted Support must be initiated for an Interim Report)
Not Encountered	No opportunity was available for the Pre-service Teacher to meet the descriptor in this placement period, and it should be a focus during future placement days.

Targeted Support

A Targeted Support Plan must be implemented if a Pre-service Teacher is at risk of not meeting the required APSTs or receives a Not Met rating against any standard in the Interim Report.

If concerns arise, the Mentor Teacher must:

1. Immediately contact the allocated Professional Experience Supervisor.
2. Complete a Targeted Support Plan with assistance from the Professional Experience Supervisor.

Early identification of concerns, clear feedback and collaborative support can often assist a Pre-service Teacher to successfully meet the placement requirements. All stakeholders should familiarise themselves with the Education Placement Concerns Procedures available on the [Education Placement Website](#).

National Quality Standard (NQS) Assessment Integration

Please note: The information below applies only to Early Childhood placements. Mentors and Pre-service Teachers in primary and secondary settings should disregard references to the National Quality Framework (NQF) and National Quality Standard (NQS).

Early childhood placements are assessed against the APSTs. However, professional practice in early childhood settings is also informed by the NQF and the NQS. Recognising the alignment between these frameworks supports a consistent and integrated approach to mentoring, teaching and assessment.

The integration of the NQS with the Graduate APSTs helps to:

- demonstrate how the Graduate APSTs are applied and evidenced within early childhood settings;
- support Mentors in assessing Pre-service Teachers within the context of the NQF and NQS; and
- promote a shared understanding of professional expectations across the placement.

The allocated CDU Professional Experience Supervisor will work collaboratively with Mentors and Early Childhood services to support assessment decisions and develop a shared understanding of the expectations aligned with both the Graduate APSTs and the NQS.

Australian Professional Teaching Standards – Graduate Level

Planning for Teaching and Learning - NQS 1.1, 1.2, 3.1, 3.2, 5.1, 5.2

- 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
- 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
- 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- 2.2 Organise content into an effective learning and teaching sequence.
- 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
- 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
- 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
- 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

Teaching Effectively - NQS 1.1, 1.2, 3.1, 3.2, 5.1, 5.2

- 1.4 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.
- 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
- 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
- 3.3 Include a range of teaching strategies.
- 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
- 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
- 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
- 3.7 Describe a broad range of strategies for involving parents/carers in the educative process.

Creating and Maintaining Supportive Learning Environments - NQS 3.1, 3.2, 5.1, 2.1, 2.2, 3.1, 4.1, 7.1

- 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
- 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.
- 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.
- 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.
- 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
- 4.5 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.

Assessing and Providing Feedback - NQS 1.3

- 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
- 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
- 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
- 5.5 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.

Professional and Ethical Conduct - NQS 4.2, 6.1, 6.2, 7.2

- 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
- 6.2 Understand the relevant and appropriate sources of professional learning for teachers.
- 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
- 6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
- 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
- 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
- 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.
- 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Assessment Recommendations

Interim Report Result Developing
or
Not Met Grades Identified (Targeted Support Plan Initiated)

Final Report Result Satisfactory
or
Unsatisfactory

Specialisation Report Result Satisfactory
Or
Unsatisfactory

*Please note: This Assessment Report is used only for **EPE528** and **EPR330**.*

Mentor Teacher Comment

Provide a summary of the Pre-service Teacher's progress, highlighting strengths, areas for development, and any additional comments that support the assessment.

Professional Learning Goals

In consultation with the Pre-service Teacher, identify the key professional learning goals that will support their ongoing development and future professional practice.

Staged Acknowledgement

1. **Mentor Teacher** acknowledges that the Assessment Report reflects the Pre-service Teacher's performance during the supervised placement and that I have reviewed and discussed this Assessment Report with the Pre-service Teacher.
2. **Pre-service Teacher** acknowledges that I have reviewed and discussed this Assessment Report with my Mentor and will upload a copy to Learnline.
3. **Professional Experience Supervisor** acknowledges that this Assessment Report has been verified and sighted.
4. **Pre-service Teacher** downloads the completed Assessment Report from the InPlace Portal and uploads it to Learnline for submission to their Unit Coordinator/Lecturer.