

1. This document can be completed as a printed hardcopy or electronically using computer programs such as *Adobe Acrobat Reader DC* (free download from the internet for both Mac and PC users) or *Preview* (Mac Users). [Help: <https://helpx.adobe.com/reader/using/fill-and-sign.html>]
2. Terms used in this document:
 - Teacher Education Student (TES)
 - Supervising Teacher (ST)
 - Tertiary Supervisor (TS)
3. Tertiary Supervisor is allocated Teacher Education Students for a centre/preschool.
4. The week before TES begins placement they contact TS.
5. TS contacts centre/preschool to organise visit, speaks with Supervising Teacher
6. TS visits TES around the middle of their placement. Visit could include observing an experience (small or large group) and/or meeting individually or with a group of TES to discuss progress, review bookwork, provide support/mentoring.
7. TS completes Section A overall feedback form if they met to discuss bookwork etc. OR Section B experience plan form (if they observe an experience being carried out). This can be handwritten at the visit (or completed on an electronic device) and given to the TES. The TS saves a copy if electronically completed or takes a photograph of the form if handwritten for their records. This form is only submitted to the unit convenor if there are issues with the TES progress.
8. If TS is concerned about TES progress, in discussion with ST may place TES at risk (for book work, professional experience or both). If this occurs the University supports this TES for the rest of their placement
9. At the completion of TES placement, the TES submits their Evaluation report paperwork directly to the PE Office.
10. The TS submits their payment forms to the PE office.

Department of Educational Studies

Professional Experience Feedback Form



Tertiary Supervisor Visit – Prior to School Placement

This form can be completed as a handwritten document or electronically using computer programs such as Adobe Acrobat Reader DC (free download from the internet for both Mac and PC users) or Preview (Mac Users).

Tertiary Supervisors must keep a copy of this form for their own records and provide a completed copy to the Teacher Education Student to be placed in their Professional Experience folder.

This form belongs to the Teacher Education Student and should only be submitted to university staff if requested

Teacher education student's Name: _____

Centre: _____

Tertiary Supervisor: _____

Visit Date: _____

Section A: This section of the form is to be completed by the Tertiary Supervisor if they are **NOT** observing an experience

Please comment on the different sections of the teacher education student's folder.

(i) **situational analysis**

(ii) **records of children** (could include observations and work samples)

(iii) **planning and programming records**

(iv) **reflective practice**

(v) **other comments** (e.g. strengths/areas for improvement by the supervising teacher; strengths/areas of improvement raised by the teacher education student)

Section B: This section of the form is to be completed by the Tertiary Supervisor if they ARE observing an experience

Experience Plan Notes	Please tick the elements demonstrated in the experience plan.				
Introduction to the experience (set up, transition into experience)	NA	US	S	EE	NA: Not Applicable, US: Unsatisfactory, S: Satisfactory, EE: Exceeding Expectation
	Element 1: Building Relationships				
	Communication with children				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Developing trusting relationships with children by participating in meaningful conversations with children
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communicating non-verbally through positive body language, listening and responding sensitively to children
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in conversations which interest children and extend their thinking
	Communication with adults				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interacts warmly with adults
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negotiates effectively with staff, gaining their confidence and trust.
	Guiding children's behaviour				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises and establishes appropriate expectations with children
Body of experience (activities, resources, guiding children and transitions):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Utilises suitable group sizes for learning experiences
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses a range of strategies to gain children's attention: <ul style="list-style-type: none"> • over-view children's behaviour by scanning and circulating • anticipate potential difficulties • use appropriate behavioural guidance techniques
	Element 2: Understanding Children				
	Interactions				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates sensitively and appropriately with children
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates an understanding of children through strategies that reflect the individual child.
	Observing the classroom group				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses knowledge and understandings to identify children with similar characteristics for planned shared experiences
	Element 3: Facilitating Learning				
	Planning for children				
Working Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Plans appropriately for individual and small groups using both observations and knowledge of children and the Early Years Learning Framework
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Planning demonstrates clear links to observations and/or previous evaluations.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses a sensitive and flexible approach to implementing planned learning experiences that encourages children's ownership of their learning.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates that plans and the provisions contribute to a safe environment for the children.
	Teaching strategies				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Considers use of space when working with individuals and small groups
Professional Experience Folder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides for and manages transitions
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses her/his voice effectively
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Selects content and strategies that actively involve children in their learning
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Produces and uses a variety of teaching and learning materials
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Paces learning experiences appropriately
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listens to and builds on children's questions and comments
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using questioning techniques effectively
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gives clear directions
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gives clear and appropriate directions
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses the potential of unanticipated situations and responds flexibly to the "teachable moment".
	Planning for diverse learners				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facilitates learning experiences that promote children's self-esteem including positive feelings of ethnic, racial, cultural and gender identity.
General Comments (including relationships with colleagues, engaging in ethical and professional practice)					