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| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 3 Undergraduate | Year 1  MTeach | | Final Year Undergraduate | Final Year MTeach | | Elective – Y/N  If Y, topic code: |  |
| **Date of Review** | | Wednesday, 16 November 2022 | | | | | |
| **Name of Pre-Service Teacher** | |  | | | **ID** | | |
| **Name of Mentor Teacher** | |  | | | **Name of Site** | | |
| **Name of University Liaison** | |  | | | | | |

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| --- | --- |
| The pre-service teacher writes the interim review, assessing their own learning against the Australian Professional Standards  **PROFESSIONAL KNOWLEDGE** | |
| 1. Know students and how they learn. | 1. Know the content and how to teach it. |
| Novice Emerging Graduate | Novice Emerging Graduate |
| Mentor comment: | Mentor comment: |
|  | |
| **PROFESSIONAL PRACTICE** | |
| 1. Plan and implement effective teaching and learning. | 1. Create and maintain supportive and safe learning environments. |
| Novice Emerging Graduate | Novice Emerging Graduate |
| Mentor comment: | Mentor comment: |
|  | |
| **PROFESSIONAL PRACTICE** | **PROFESSIONAL ENGAGEMENT** |
| 1. Assess, provide feedback and report on student learning. | 1. Engage in professional learning. |
| Novice Emerging Graduate | Novice Emerging Graduate |
| Mentor comment | Mentor comment: |
|  |  |
| **PROFESSIONAL ENGAGEMENT** | Overall comment from mentor (optional): |
| 1. Engage professionally with colleagues, parents/carers and the community. |
| Novice Emerging Graduate |
| Mentor comment: |
| Sighted and Discussed by: |  |
| Pre-service teacher: |  |
| Mentor Teacher: |  |
| University Liaison: |  |

The pre-service teacher writes the interim review, assessing their own learning against the Australian Professional Standards for Teachers (APST). They should ensure that any claims that they make in relation to their learning can be substantiated.

1. The pre-service teacher arranges a time to discuss the report with their Mentor teacher.
2. The Mentor teacher verifies that the assessment of learning made by the pre-service teacher is accurate.
3. The Mentor teacher marks on the review where they consider the pre-service teacher to be sitting on the APST continuum (novice, emerging, graduate or working towards).
4. Comments are added to each section, areas requiring attention are noted, and together, plans are made to ensure that the pre-service teacher successfully completes the professional experience block.
5. A copy of the interim review is emailed to the University Liaison.

Weeks 4-6: The interim review becomes a point-of-reference for ongoing reflection, discussion and monitoring of progress, and can help to begin the process of documenting the final report (in InPlace).