

EDM5001 Professional Experience Report

T3 2025 EDM5001 Professional Experience Report

Student: Deborah Cranston (0061163584)

Agency: [REDACTED]

Placement Date: 7/10/2025 - 3/11/2025

Placement Result: Pass

Allocation Group: EDM5001 2025_T_3

Duration: 20 Days EDM5001 - Understanding Learners and Learning

Completed: 20 Days EDM5001 - Understanding Learners and Learning

Stage 1 - Student Smart Goals

Deborah Cranston - 4/10/2025

Stage 2 - Supervisor Interim Report

[REDACTED] - 17/10/2025

Stage 3 - Interim Liaison Acknowledgement

[REDACTED] - 17/10/2025

Stage 4 - Interim Student Acknowledgement

Deborah Cranston - 18/10/2025

Stage 5 - Supervisor Final Report

[REDACTED]

Stage 6 - Final Liaison Acknowledgement

[REDACTED] - 1/11/2025

Stage 7 - Final Student Acknowledgement

Deborah Cranston - 2/11/2025

SECTION: Student SMART Goals

Please fill out your SMART goals prior to the commencement of your professional experience placement. Remember to keep your SMART goals manageable (there is no need to have more than 5). **Please note these will be visible to your supervising teacher and liaison.**

Specific

Specify exact goals you wish to accomplish on this placement (eg. learning objective/skills)

Stage 1 - Student Smart Goals

- 1) Improve teacher's voice
- 2) Learn student's names more quickly.
- 3) Incorporate more questioning – I am specifically interested in cold call questions but I will be guided by the mentor teacher here.
- 4) Get comfortable with waiting and scanning

Measurable

How will you confirm or measure you have reached your goals?

Stage 1 - Student Smart Goals

- 1) Being aware that my teacher's voice needs to be stronger, I will use check for understanding with students furthest from me to ensure content has reached and been understood by these students. I will also seek feedback from my mentor teacher.
- 2) In the last prac I took longer than I expected to learn all the student names. I want to aim to confidently know most student names in the first five days of prac. This is measurable – I can tick off the students on a list that I can remember by face.
- 3) In my last prac it was only in the last week that I had enough confidence with student names to do this to call on students by name. I would like to do this earlier – preferably in the second week to allow more practice at this technique through the prac. This is measurable – I can keep a record of how many times I use cold call or other questioning techniques.
- 4) I tend to be too rushed. I need to create moments in which I wait and scan the room. I can measure this by reflecting on the lesson and counting how frequently I paused and scanned.
- 5) I took way too long to plan for lessons in my last prac. I spent around 2 hours to plan a 1 hour class. If as a teacher I take this long, I will soon burn out. I need to get a lot faster at the planning process. So, I will time myself when I am planning using an excel spreadsheet with the goal of reducing the time I take by at least half my prior prac time frames the goal therefore being less than 1 hour planning for every 1 hour teaching.

Achievable

Are your goals realistic? Do you have the resources to achieve your goals? What efforts and communication have you planned to achieve your goals?

Stage 1 - Student Smart Goals

- 1) Yes this goal is achievable. I am looking for a reasonable but considerable improvement – I am not aiming to be able to speak at an

assembly, simply to ensure my voice reaches the room. I have reached out to my pract mentor teacher to inform them of this goal also.

- 2) Yes this goal is challenging but achievable. It is not something I have practiced in my workplaces. I have not got a great visual memory but I can improve with practice and by pushing myself.
- 3) This ties into goal 2 as without confidence with student names, it's not easy to call on students by name authentically. I believe this is an achievable goal.
- 4) While it is achievable it is out of character for me to pause and I will need to work hard to do this.
- 5) It will be a real challenge for me to not get carried away planning but I think this goal is achievable (it has to be). I received feedback in the last prac that my planning was strong. I can have some confidence on the back of that feedback heading into this prac.

Relevant

Why are your goals significant to your practice?

Stage 1 - Student Smart Goals

- 1) In my last prac this was the feedback given to me as the first priority to improve. This goal is crucial to ensuring all students have access to the content. If students cannot hear me clearly, nothing I do counts.
- 2) This goal is very relevant to my practice. It is after all the first APST. Teaching is a practice built on relationships and knowing a student's name is a crucial foundational step to building that relationship.
- 3) I believe cold calling students sends a clear message that every student should be listening and their input is important so yes I think cold call questioning is relevant to the practice of teaching. However I am conscious that my mentor teacher may have preferred questioning techniques and I will also be guided by his expertise in this matter.
- 4) I understand waiting and scanning is a very important technique used by teachers. It allows content to be absorbed/ students to respond / students to self correct. It also avoids your voice filling unnecessary gaps and students tuning out as a result. Lastly, it enables an opportunity for the teacher to receive non-verbal feedback that the class is on task. It is therefore very relevant to effective teachers practice to cultivate the skills to stop, wait and scan the classroom.
- 5) It is relevant because I need to be able to plan well but plan efficiently in order for teaching to be a viable career pathway for

Timely

When do you intend to achieve this goal?

Stage 1 - Student Smart Goals

- 1) By the end of this prac I hope to have a louder and clearer teachers voice that carries the full space of the classroom.
- 2) After 5 days I intend to know most of the student names in the classes my mentor teacher teaches.
- 3) In the second week I want to begin to use cold call or other questioning techniques more effectively. By the final week in prac I would like to feel that I was getting close to being able to do this "on the fly".
- 4) By the halfway point of the prac I hope to have planned for and practiced the technique of waiting and scanning and received feedback from my prac mentor. By the end of the prac, I expect to still need to plan to pause and read the room but I hope to be able to do this more naturally and to better recognise at the times when it cannot be planned for and incorporate it at these times.
- 5) By the end of the prac, I hope to reduce my planning time to at least half of my prior prac timeframes. This means by the end of this prac I should take less than 1 hour to plan a 1 hour class.

Benefits

The benefits of achieving this goal will be:

Stage 1 - Student Smart Goals

- 1) The benefit to me is I can be a more effective teacher. The benefit to the students is they can access the content and skills I am delivering.
- 2) The benefit is that if I can form more effective relationships with the students, I can better motivate them to learn. When I look back on the teachers who changed my learning journey, they were not the experts in their field. They were the ones that sought that connection with the students and as a result they were more effective at encouraging us to learn.
- 3) Questioning to check for understanding is a crucial part of not only content delivery but classroom management also. Questioning engages our learners in the process of interacting with the content. I think this is a very important part of effective teaching practice.
- 4) There are many benefits to using pauses to scan the room. For the student, the message is that you are a part of this learning and this is your time to think about what we have covered and maybe even present your thoughts. For the teacher it allows you to read the room, to check for understanding and to empower your students to contribute to their learning.
- 5) The main benefit is to me as a teacher. I need to be confident that I have planned well, but I need to be able to be more

Take Action

Potential Obstacles and their corresponding solutions

Stage 1 - Student Smart Goals

- 1) My present workplace, as an accountant, is generally hushed. I acknowledge, that I will naturally slip back into hushed voice mode. I need to somehow continually remind myself that I need to remain loud and proud. To do this - I have to leave the accountant hat behind when I drive through the school gates. At least as far as classroom management and teacher voice are concerned. Instead, a more useful hat to use for this purpose is the mum hat. I have three extremely rambunctious young children that I am quite capable of using the loud mum voice with. So, this will be something I will constantly remind myself of during this prac. In the first few sessions I run, I will stick coloured sticky notes in the far corners of the class as a visual reminder to remain loud and proud.
- 2) I will seek class data from my prac teacher early. I will come prepared with a usb. I took notes from my last prac to request the following on the first day
 - names and pics of students,
 - the prior week's lessons (may not be relevant this time as it is a new term)
 - timetables,
 - textbooks or other main materials used,
 - any pre-prepared content
- 3) I will plan for questioning. In my last prac, lessons were planned and delivered via a powerpoint presentation. If a similar method is used, I will mark questioning time clearly in the slides. I will discuss questioning with my mentor teacher and together we will plan for how to incorporate this into our practice.
- 4) Initially I will need to plan for pauses as this does not come naturally, even when I am doing homework with my own kids. Like questioning, I will need to incorporate prompts in the slides or lesson plan to do this, discuss techniques with my mentor teacher and seek their feedback on ways to improve.
- 5) I will measure the time I take using excel. From the beginning of the prac, I will also set a timer that will give me a warning half way through my end goal allocation time for lesson planning so I can better gauge the timeframes I need to work in. I may not meet this goal at the beginning of the prac but I expect to improve and I will aim by the end of the prac to take at least half the time to plan lessons as compared to my prior prac, thus by the end of the prac I should take less than an hour to plan a one hour class.

Assistance

Who are the people you will ask to help you?

Stage 1 - Student Smart Goals

- 1) Checking for understanding with the students themselves will assist me in determining my teacher voice is effective. My prac mentor will also be of crucial importance in ensuring I am improving in this goal
- 2) I will ask my prac mentor for tips on remembering faces. I think this one is mostly on me though.
- 3) I will seek support from my prac mentor on planning for questioning. I will also seek feedback on the use of questioning during the prac.
- 4) I will seek support from my prac mentor on how to naturally incorporate pauses. I will also seek feedback on this technique during the prac.
- 5) I will seek feedback from my prac mentor on methods used for planning to remain balance remaining effective and efficient.

SECTION: Supervisor Interim Report

This mandatory survey provides an opportunity for supervising teachers to reflect with their student on their placement progression. The survey is designed to identify the placement needs of the student, including those that need additional proactive liaison support. **Please note your responses will be visible to the student and the liaison.**

Professional conduct and behaviour

Has the student demonstrated appropriate professional conduct and behaviour during the first half of the placement?

Options	Stage 2 - Supervisor Interim Report
Green: The student demonstrates appropriate professional conduct and behaviour.	✓
Amber: The student requires additional support from a UniSQ Liaison to consistently reflect appropriate professional conduct and behaviour.	
Red: The student is At-Risk of failing this placement due to their professional conduct and behaviour.	

Required placement requirements

Has the student demonstrated the required placement requirements during the first half of the placement?

Options	Stage 2 - Supervisor Interim Report
Green: The student demonstrates the placement requirements as outlined in the Professional Experience Guide.	✓
Amber: The student requires additional support from a UniSQ Liaison to consistently demonstrate the placement requirements.	
Red: The student is At-Risk of failing this placement due to their inability to demonstrate the placement requirements.	

Additional Comments

Additional comments (Please type N/A if you have no comments or survey will not submit).

Stage 2 - Supervisor Interim Report

Deb has consistently demonstrated a willingness to learn and to use her learnings in her teaching. She is always appropriate and respectful in the school environment.

Supervisor Acknowledgement

As a supervising teacher I agree to the following terms and conditions:

- I will maintain confidentiality of student details
- I have conferred with the UniSQ liaison by phone/email as required during the placement

By completing and submitting this report, I declare the information above is an accurate reflection of the APST's achieved by the student named above.

Stage, Respondent

Acknowledged

Stage 2 - Supervisor Interim Report

17/10/2025 10:53:44 am

SECTION: Liaison Interim Comments and Acknowledgement

Please review the Interim report by clicking on the relevant option from the above drop down box. Once you have reviewed the feedback, please provide your comments below. **Please note your responses will be visible to the student and the supervising teacher.**

Liaison Comments

Stage 3 - Interim Liaison Acknowledgement

Deborah has demonstrated all placement requirements necessary for this stage. She consistently exhibits professional behaviour. No problems are indicated.

Please indicate the level of support required

Options	Stage 3 - Interim Liaison Acknowledgement
Amber	
Red (At Risk)	
Pro-Active A Team	
Additional Liaison support is not required	✓

Please provide overview of the support plan based on the Interim report

Stage 3 - Interim Liaison Acknowledgement

N/A

Acknowledgement (Interim)

As a UniSQ Liaison, I agree to the following terms and conditions:

- I will maintain the confidentiality of student details
- I will maintain regular contact with the student and site contacts throughout the placement
- I will confer with the UniSQ representatives by phone/email as required during the placement

I acknowledge that I have reviewed the above interim report and commented on the support provided.

Stage, Respondent	Acknowledged
Stage 3 - Interim Liaison Acknowledgement	17/10/2025 10:37:59 pm

SECTION: Student Interim Comments and Acknowledgement

Please review your Supervisor Interim Report and Liaison Interim Comments from the above drop down box. Once you have reviewed the feedback, please complete the below comments and acknowledgement. **Please note your responses will be visible to your supervising teacher and liaison.**

Student Comments (Interim)

Please provide comments in response to Interim feedback provided by your supervising teacher and liaison.

Stage 4 - Interim Student Acknowledgement

I have really enjoyed working with [redacted] and have learnt a great deal from his planning and teaching style. I really appreciate the opportunities I have had to develop lesson materials, plan and deliver lessons and engage with the students. Our discussions around Peter Liljedahl's research into thinking mathematics classrooms and evolving pedagogical practice in mathematics have been particularly interesting.

Student SMART Goals

Please provide comments on any new or adjusted goals for the remainder of the placement, based on the feedback from your supervising teacher and liaison. (Please type N/A if you have no comments or survey will not submit)

Stage 4 - Interim Student Acknowledgement

It is interesting to review the SMART Goals I set. The planning is not taking as long as I anticipated even taking into account some quite extensive resource booklets and materials which I have been able to generate in the prac to date. I expect that overall, my planning and teaching time will be 1:1 ratio, which is great because I was not anticipating reaching that goal until the end of the prac. Names are still a struggle for me, but [redacted] assures me I am not alone. I have as a result adjusted my expectations in connection with this goal. I am instead trying to learn one or two new student names each lesson. This feeds into the goal around cold call questions which really require student names to be known. I have therefore instead been exploring different think aloud and group and individual questioning techniques which I have observed [redacted] and other teachers within the school use. I have improved in enabling more time for students to consider responses and to respond with a question rather than an answer, but I need to further develop this. My teacher voice has really improved since last prac. The students in the class can hear me. [redacted] has suggested I focus instead on improving positive and confident body language and teacher presence, as I can come across overwhelmed at times so I am working on this which also feeds into improving behaviour management.

Acknowledgement (Interim)

I confirm I have reviewed my interim assessment and comments from both my supervising teacher and liaison, and any items of concern have been addressed and noted in my comments in the previous question. All information provided is true and correct.

Stage, Respondent

Acknowledged

Stage 4 - Interim Student Acknowledgement

Deborah Cranston (0061163584) - 18/10/2025 11:03:08 am

SECTION: Supervisor Final Report

This report is to be completed at the end of the supervised placement. The purpose of this report is to measure the standard that has been achieved by the student in relation to the APSTS graduate level relevant for the learning for the year and professional experience course that this placement relates.

APST Assessment Scores:

- NA - Insufficient opportunity
- D - Developing skills and knowledge
- A - Achieving skills and knowledge
- E - Exceeding skills and knowledge

Please use the expectations of skills and knowledge as a criterion to inform decision making.

Please note, this report will be available to the student and liaison.

Supervising Teacher's Name

Stage 5 - Supervisor Final Report

Other Supervising Teacher's name (if applicable)

Stage 5 - Supervisor Final Report

Name of respondent filling in this report

Stage 5 - Supervisor Final Report

Placement Class Year Level

Stage 5 - Supervisor Final Report
9 and 10

Specialisations

If this placement is in a senior setting, what specialisations are being assessed? E.g. HPE, Music, History

Stage 5 - Supervisor Final Report
N/A

Completed days

Did student complete total number of days for this placement? Please select from the below options in response to this question.

Options	Stage 5 - Supervisor Final Report
10 Days	
15 Days	
20 Days	✓
25 Days	
30 Days	
Other - Please put total days completed in comments.	

Result

Please confirm the overall result the student achieved for this placement.

Options	Stage 5 - Supervisor Final Report
Pass	✓
Fail	

SECTION: Planning effectively - preparation for teaching

Question	Stage 5 - Supervisor Final Report
APST 1.1 (Demonstrates knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).)	A
APST 1.3 (Demonstrating knowledge of teaching strategies through the planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).)	E
APST 1.5 (Demonstrates knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching))	A
APST 2.1 (Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents)	E
APST 2.2 (Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing and synthesising phases, introduction, body and closing phases).)	A
APST 2.3 (Uses relevant curriculum and assessment documents to develop a sequence of lessons/learning experiences)	E

SECTION: Please provide comments about knowledge, practice and engagement of Pre-Service Teacher in relation to this section.

Comments

Stage 5 - Supervisor Final Report

Deborah has demonstrated an exceptional understanding of the curriculum and has developed resources and learning experiences that assist and enhance the engagement of the students that she has taught. Deborah has been using this practicum time to enhance and develop her use of Inquiry-based Learning, using known research and applying this to her practice in the classroom.

SECTION: Teaching effectively - enactment of teaching

Question	Stage 5 - Supervisor Final Report
APST 2.5 (Identifies literacy and numeracy teaching strategies and their application in lesson plans.)	E
APST 3.1 (Develops a sequence of lessons with explicit, challenging and achievable learning goals.)	E
APST 3.2 (Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.)	E
APST 3.3 (Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.)	E
APST 3.4 (Uses a range of resources and ICTs that target students' interests and learning needs.)	E
APST 3.5 (Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.)	A
APST 3.6 (Evaluates own lessons and teaching sequences to promote student learning.)	E

SECTION: Please provide comments about knowledge, practice and engagement of Pre-Service Teacher in relation to this section.

Comments

Stage 5 - Supervisor Final Report

Deborah has developed a range of Inquiry-based Learning resources that have enabled students to access the learning and engage and explore the concepts being taught. She is developing her ability to continue to engage groups of difficult to engage students through the use of her understanding of students development.

SECTION: Managing effectively – create safe and supportive learning environments

Question	Stage 5 - Supervisor Final Report
APST 4.1 (Identifies a range of strategies to promote the participation of all students.)	E
APST 4.2 (Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.)	A
APST 4.3 (Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.)	A
APST 4.4 (Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.)	A

SECTION: Please provide comments about knowledge, practice and engagement of Pre-Service Teacher in relation to this section.

Comments

Stage 5 - Supervisor Final Report

Deborah has identified that by engaging students in their learning that their behaviour has been minimised. She has developed resources for her teaching that have helped to reduce the behaviours and increase the engagement in the classroom. She has used a range of strategies to promote student participation, especially introducing the idea of a menu of work to be completed by the students, in order to engage the students who are at a variety learning levels.

SECTION: Accessing and recording learning

Question	Stage 5 - Supervisor Final Report
APST 5.1 (Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.)	E
APST 5.2 (Uses oral and written communication to provide feedback to students about their learning.)	E

SECTION: Please provide comments about knowledge, practice and engagement of Pre-Service Teacher in relation to this section.

Comments

Stage 5 - Supervisor Final Report

Deborah developed and used exit strategies, worksheets and inquiry activities that identified the students learning and cognitions of the concepts that would help them to think, learn and develop according to their ability. Deborah gave students written and verbal feedback that helped them to know if they have understood the concept/s being taught.

SECTION: Professional conduct

Question	Stage 5 - Supervisor Final Report
APST 6.3 (Seeks constructive feedback in a positive and professional manner and acts upon it.)	E
APST 7.1 (Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students during placement only.)	E
APST 7.2 (Applies and understands centre/system organisational processes and policies in relation to their own conduct and practice and understands mandatory reporting requirements.)	E
APST 7.3 (Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language)	E
APST 7.4 (Demonstrates a willingness to participate with staff in a range of activities during placement only.)	E

SECTION: Please provide comments about knowledge, practice and engagement of Pre-Service Teacher in relation to this section

Comments

Stage 5 - Supervisor Final Report

Deborah sought out opportunities to engage with colleagues in the workplace and to communicate with parents, when appropriate. She worked with colleagues to discuss marking guides and understand how to interpret and use these to identify student achievement. Deborah sought out opportunities to email parents to inform them of the classroom requirements and subject matter for her practicum. She always presented herself in a respectful manner and understood that all of her interactions with staff, colleagues, students and parents were to be in a respectful and appropriate manner.

SECTION: Overall comments regarding this placement

Comments

Stage 5 - Supervisor Final Report

Deborah has understood that the students that she was teaching were challenging and struggled with Mathematics. She demonstrated a desire to know her students and create a learning cycle for them, that was engaging and according to their interests. Over the time of the practicum, the students began to develop a renewed interest in improving their results and their knowledge, as they became more engaged in the learning process. This was a direct result of Deborah's work in attempting to have the students inquire about the concepts being taught. Her relationships with the students and staff was always respectful and this was reciprocated in all she encountered.

SECTION: Supervisor Declaration

Declaration

As a supervising teacher I agree to the following terms and conditions:

- I will maintain confidentiality of student details
- I have conferred with the UniSQ liaison by phone/email as required during the placement

By completing and submitting this report, I declare the information above is an accurate reflection of the APST's achieved by the preservice teacher named above.

Stage, Respondent

Acknowledged

Stage 5 - Supervisor Final Report

- 31/10/2025 3:16:27 pm

SECTION: Liaison Final Comments and Acknowledgement

Please review your Supervisor Final Report and Liaison Comments by clicking the relevant option from the above drop down box. Once you have reviewed the feedback, please complete the below comments and acknowledgement. **Please note your responses will be visible to the student.**

Liaison Comments

Stage 6 - Final Liaison Acknowledgement

Whilst Deborah achieved all skills and knowledge for this placement, she has exceeded expectations in the majority of areas. Her professionalism towards staff and students was exemplary. No problems were indicated.

Please indicate the level of additional support provided

Options	Stage 6 - Final Liaison Acknowledgement
Amber	
Red (At Risk)	
Pro-Active A Team	
Additional Liaison support was not required	✓

Please provide overview of support

Stage 6 - Final Liaison Acknowledgement

N/A

Acknowledgement (Final)

As a UniSQ Liaison, I agree to the following terms and conditions:

- I will maintain the confidentiality of student details
- I have maintained regular contact with the student and site contacts throughout the placement
- I have conferred with the UniSQ representatives by phone/email as required during the placement

I acknowledge that I have reviewed the interim and final report, and commented on the support provided.

Stage, Respondent

Acknowledged

Stage 6 - Final Liaison Acknowledgement

11/2025 9:55:27 am

SECTION: Student Final Comments and Acknowledgement

Please review your Supervisor Final Report and Liaison comments using the drop down box. Once you have reviewed the feedback, please complete the below comments and acknowledgement.

Student Comments

Please provide comments in response to the feedback provided by your supervising teacher and liaison in the Final Report stages.

Stage 7 - Final Student Acknowledgement

Mr [REDACTED] is an exceptional teacher and I have learned a great deal from him and appreciate the extra mile he goes to both with his students and with me as a prac student to support growth and development. I genuinely feel blessed to have had the opportunity to work with him during this placement. In particular, I want to thank him for highlighting to me the crucial importance of genuinely caring for students and making an effort to affirm their strengths, even those which present in ways that can at times frustrate the teaching process. I want to thank him for sharing stories of experiences he has had where making these connections has been life changing to the students he has taught. I will not forget those stories. I also want to thank Mr [REDACTED] for enabling me to explore inquiry-based learning. To have experienced the messy imperfection of this teaching approach and to have together discussed the success stories which emerged was invaluable and empowering. It has equipped me with bravery and confidence to continue to pursue this into the future. I also really appreciated the opportunity to explore Peter Liljedahl and Jo Boaler's work and to observe these practices within the school which I am sure will be revolutionary to the students. I am very grateful to Mr [REDACTED] for his kind comments in the report and I would like to acknowledge that my success is his success and thank him for his support and guidance to help elevate my practice.

Acknowledgement (Final)

I confirm I have reviewed my final report, supervising teachers comments, liaison comments, and any items of concern have been addressed with my supervising teacher and/or liaison and noted in the student comments section above. I confirm that all information listed is true and correct, and that I have completed the hours as stated above.

Stage, Respondent

Acknowledged

Stage 7 - Final Student Acknowledgement

Deborah Cranston (0061163584) - 2/11/2025 8:59:42 am

StudyDesk Assessment Submission

I understand I must download my final report from InPlace and upload it to the "Placement Assessment" section on the course StudyDesk. I acknowledge that my assessment will not be marked unless they are uploaded to StudyDesk.

For instructions on downloading the report from InPlace, please refer to the [InPlace Education Professional Experience Reports User Guide](#)

Stage, Respondent

Acknowledged

Stage 7 - Final Student Acknowledgement

Deborah Cranston (0061163584) - 2/11/2025 8:59:42 am