Interim Report

EPE502 Early Childhood

Professional Experience 2

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| **Preservice Teacher Name:**  Click or tap here to enter text. | **Student No.**  Click or tap here to enter text. | **Year Enrolled in Unit:**  Click or tap here to enter text.  **Semester Enrolled in Unit:**  Click or tap here to enter text. |
| **Name of School and/or Educational Setting**  Click or tap here to enter text.  **Setting**  Choose an item.  **Location: Please select the State/Territory**  Choose an item. | **Placement days completed:** Click or tap here to enter text. | **Date of Report Completion:**  Click here to enter a date |
| **Class/Year Level(s) and Ages:** Click or tap here to enter text. | **Specialist Teaching Area(s):**  Click or tap here to enter text. | |
| **Mentor Teacher:** Click or tap here to enter text.  **Email address:** Click or tap here to enter text.  **Phone number:** Click or tap here to enter text. | **Professional Learning Leader (Where Applicable):**  Click or tap here to enter text.  **Email address:** Click or tap here to enter text.  **Phone number:** Click or tap here to enter text. | |
| **Placement Start Date:** Click here to enter a date | **Placement End Date:** Click here to enter a date | |

Interim Report:

This report is completed by the mentor(s) in discussion with the preservice teacher (PST) on completion of the **first 10 days** of the 20-day Preschool Placement, and after the **first 5 days** of the Year 1 minus 1 placement.

Performance Ratings

Performance ratings are determined by evidence observed and/or discussed of the PST’s knowledge, skills and practice at the Graduate Level of the Australian Professional Standards for Teachers (APST). Whilst PSTs should strive to address and meet all APST focus areas, this unit’s academic and placement focus is on those indicated in the report below. PSTs need to be at a ‘satisfactory’, or ‘developing satisfactory’ performance level in all required areas to pass the placement.

Performance Rating Guide

* **Satisfactory:** PST has demonstrated clear evidence on several occasions.
* **Developing Satisfactory:** PST has demonstrated incomplete and/or occasional evidence.
* **Limited Opportunities:** PST has not had the opportunity to demonstrate evidence. *NB if this is a required focus area, opportunities or discussion need to be provided.*
* **Unsatisfactory:** PST has not yet demonstrated evidence of the **focus area** descriptor despite mentor feedback, scaffolding and **targeted support**.

Targeted Support

Preservice teachers need to be at a ‘Satisfactory’ or at the ‘developing’ performance levels in relevant areas to pass this placement. If one or more focus areas is rated ‘unsatisfactory’ at the Interim Report stage, the CDU targeted support plan must be implemented. <https://www.cdu.edu.au/arts-society/education/inschool-education-placements/concerns-during-placement> . The Professional Experience Supervisors and the **Unit Coordinator** can provide support in implementing the targeted support plan or respond to any questions or concerns of the PST or mentor teacher.

Limited Opportunities

If one or more ‘limited opportunities’ is noted at the Interim Report stage, **developmental learning goals** need to be identified on the final page of the Interim Report. These goals need to identify how the student will be supported to meet the requirements in those areas. If there are limited opportunities in the context to display the required knowledge and skills, the preservice teacher is expected to identify how they would address these areas if given the opportunity. The unit coordinator can provide support in implementing this.

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| **ACECQA QUALITY AREAS**  **Please note that only the quality areas relevant to this placement are listed. Please use the full ACEQA Quality Areas List located at the end of the Guidelines and Requirements document for ongoing professional learning discussions.** | | **PERFORMANCE RATING** |
| **Quality Area 1: Education and curriculum studies** | | |
|  | Early years learning framework | Choose an item. |
| The Australian curriculum | Choose an item. |
| Numeracy, science and technology | Choose an item. |
| Language and literacy | Choose an item. |
| English as an additional language | Choose an item. |
| Social and environmental education | Choose an item. |
| Creative arts and music | Choose an item. |
| Physical and health education | Choose an item. |
| Curriculum planning, programming and evaluation | Choose an item. |
| **Quality Area 2: Family and community contexts** | |  |
|  | Developing family and community partnerships | Choose an item. |
| Aboriginal and Torres Strait Islander perspectives | Choose an item. |
| Culture, diversity and inclusion | Choose an item. |
| Multicultural education | Choose an item. |
| Socially inclusive practice | Choose an item. |
| **Quality Area 3: Child development and care** | |  |
|  | Learning, development and care | Choose an item. |
| Language development | Choose an item. |
| Social and emotional development | Choose an item. |
| Child health, wellbeing and safety | Choose an item. |
| Early intervention | Choose an item. |
| Diversity, difference and inclusivity | Choose an item. |
| Learners with special needs | Choose an item. |
| Transitions and continuity of learning | Choose an item. |
| **Quality Area 4: Teaching pedagogies** | | |
|  | Alternative pedagogies and curriculum approaches | Choose an item. |
| Play based pedagogies | Choose an item. |
| Guiding behaviour / engaging young learners | Choose an item. |
| Teaching methods and strategies | Choose an item. |
| Children with diverse needs and backgrounds | Choose an item. |
| Working with children who speak languages other than English | Choose an item. |
| Contemporary society and pedagogy | Choose an item. |
| **Quality Area 5: Early childhood professional practice** | | |
|  | Leadership | Choose an item. |
| Management and administration | Choose an item. |
| Professional identity and development | Choose an item. |
| Advocacy | Choose an item. |
| Research | Choose an item. |
| **Quality Area 6: History & philosophy of early childhood** | | |
|  | Contemporary theories and practice | Choose an item. |
| Historical and comparative perspectives | Choose an item. |
| Ethics and professional practice | Choose an item. |

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| **APST FOCUS AREAS (rate at graduate level)**  **Please note that only the focus areas relevant to this placement are listed. Please use the full APST Focus Areas List located at the end of the Guidelines and Requirements document for ongoing professional learning discussions.** | | **PERFORMANCE RATING** |
| **Standard 1**: Know students and how they learn | | |
| 1.1 | Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | Choose an item. |
| 1.2 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching | Choose an item. |
| 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. | Choose an item. |
| 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. | Choose an item. |
| 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. | Choose an item. |
| 1.6 | Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. | Choose an item. |
| **Standard 2**: Know the content and how to teach it | | |
| 2.1 | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | Choose an item. |
| 2.2 | Organise content into an effective learning and teaching sequence. | Choose an item. |
| 2.3 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | Choose an item. |
| 2.4 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | Choose an item. |
| 2.5 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | Choose an item. |
| 2.6 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | Choose an item. |
| **Standard 3**: Plan for and implement effective teaching and learning | | |
| 3.1 | Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | Choose an item. |
| 3.2 | Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | Choose an item. |
| 3.3 | Include a range of teaching strategies. | Choose an item. |
| 3.4 | Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | Choose an item. |
| 3.5 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | Choose an item. |
| 3.6 | Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. | Choose an item. |
| 3.7 | Describe a broad range of strategies for involving parents/carers in the educative process. | Choose an item. |
| **Standard 4**: Create and maintain supportive and safe learning environments | | |
| 4.1 | Identify strategies to support inclusive student participation and engagement in classroom activities. | Choose an item. |
| 4.2 | Demonstrate the capacity to organise classroom activities and provide clear directions. | Choose an item. |
| 4.3 | Demonstrate knowledge of practical approaches to manage challenging behaviour. | Choose an item. |
| 4.4 | Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements. | Choose an item. |
| 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. | Choose an item. |
| **Standard 5**: Assess, provide feedback and report on student learning | | |
| 5.1 | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. | Choose an item. |
| 5.2 | Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. | Choose an item. |
| 5.3 | Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. | Choose an item. |
| 5.4 | Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | Choose an item. |
| **Standard 6**: Engage in professional learning | | |
| 6.1 | Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. | Choose an item. |
| 6.3 | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | Choose an item. |
| 6.4 | Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. | Choose an item. |
| **Standard 7**: Engage professionally with colleagues, parents/carers and the community | | |
| 7.1 | Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. | Choose an item. |
| 7.2 | Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. | Choose an item. |
| 7.3 | Understand strategies for working effectively, sensitively and confidentially with parents/carers. | Choose an item. |
| 7.4 | Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice. | Choose an item. |

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| **Interim Grade** | |
| **Overall Rating**  **Developing satisfactorily or  Targeted support plan will be implemented** | |
| **Goal for Next Period of Professional Experience** *(Developed by preservice and mentor teacher).*  *Please ensure goals are identified for focus areas reported as “limited opportunity”.* | |
| Click or tap here to enter text.  **To** | |
| **Mentor Teacher Comments** | |
| Click or tap here to enter text. | |
| **Signature Confirmation**  *Please ensure signatures are ‘hand signed’ or an electronic image/electronic signature is used.* | |
| ***Preservice teacher signature:*** | Shape  Description automatically generated with low confidence  By signing this report, you agree to email your reports to your unit coordinator, with your mentor cc’d, and uploading to LearnLine. Ensure the report is uploaded prior to emailing.  Please ensure all parts of this document are completed prior to submission. |
| ***Mentor teacher(s) signature:*** | Shape  Description automatically generated with low confidence |

**Return this form:**

1: Preservice teacher uploads it to Learnline unit assignment submission point.

2: Preservice teacher emails it to the **unit coordinator** and copies (cc’s) mentor teacher(s).