**Final Report: EPE210 (EC1) - Professional Experience: Learner Development**

This report is completed by the mentor(s) in discussion with the preservice teacher (PST) on completion of the 10-day placement. Performance ratings are determined by evidence observed and/or discussed of the PST’s knowledge, skills and practice in relation to the Australian Children’s Education & Care Quality Authority (ACECQA) Guidelines.

PST’s need to be at a ‘satisfactory’, or ‘developing satisfactory’ performance level in all bolded focused areas to pass the placement. If one or more focus areas is rated ‘unsatisfactory’ or ‘limited opportunities’ at the Interim Report stage, the CDU targeted support plan must be implemented (located here: <https://www.cdu.edu.au/education-placements/mentor-resources>). The unit’s academic lecturer can provide support in implementing this.

**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 opportunity to demonstrate evidence. NB if this is a required focus area (bold below), opportunities need to be provided.
* **Unsatisfactory:** PST has not yet demonstrated evidence.

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| **Preservice Teacher:** | **Student No.:** | **Unit Code EPE210 (EC1)** |
| **Educational Setting:** | **Placement days completed:** | **Date of Report Completion:** |
| **Class/Year Level(s):** | **Specialist Subject Teaching Area(s):** | |
| **Mentor Teacher:**  **Email address:**  **Phone number:** | **Professional Learning Leader (Where Applicable):**    **Email address:**  **Phone number:** | |
| **Placement Start Date:** | **Placement End Date:** Click here to enter a date | |

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| **Assessment rubric** | | | | |
|  | **Detailed evidence** | **Satisfactory evidence** | **Emerging evidence** | **More evidence required** |
| **Lesson planning** | Lesson plan reflects a detailed discussion with mentor prior to delivery. Activities are sequential and interesting and relevant to age and ability level. Timings are realistic. Assessment of learning links with curriculum outcome. | Lesson plan reflects a discussion of details with mentor prior to delivery. Lesson template completed in detail, including: description of pupil prior knowledge related to curriculum outcome, learning sequence, timings, and assessment included. | Some detail provided in lesson plan template. Curriculum outcome identified, with links to assessment.  Student cohort described in terms of learning goal. | More detail required on lesson plan template. Curriculum outcomes and assessment are vague and/or unrelated. Student cohort described insufficiently in terms of learning goal. |
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| **Reflection**  **On planning** | Lesson reflection includes sections on what can be done better or different, less or more and reflection describes areas for success and improvement in detail. Lesson adaptions are justified. | Reflection considers the extent of learners’ achievements. Discussion of lesson delivery identifies areas of teaching success and areas to focus on how lesson could be changed for a better result for students | Discussion of students learning loosely based on assessment evidence. Reflection requires greater clarity, depth and/or breadth in some areas of the lesson plan. Few links to appropriate pedagogy are apparent. | The description of the learning experience is vague. More detailed information is needed to determine student achievement of curriculum outcomes. |
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| **Professional Engagement** | PST has demonstrated readiness for teaching and is meeting ethical requirements and is attentive to the APSTs. | PST is open to learning the requirements for teaching and is beginning to understand the principles around quality teaching practices. | PST does not have clear ideas around the principles of teaching and requires further opportunity and scaffolding to prepare for the classroom | PST has vague or inappropriate aspirations for teaching and is yet to demonstrate a readiness in terms of meeting ethical requirements. |
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| **DOMAIN** | **ACECQA QUALITY AREAS** | **PERFORMANCE RATING** |

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| Select from: *Developing Satisfactorily, Unsatisfactory, Limited Opportunities* |

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| **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. |
| **Education and curriculum studies** | Early Years Learning Framework | Choose an item. |
| The Australian curriculum | Choose an item. |
| Curriculum planning, programming and evaluation | Choose an item. |
| **Psychology and child development:** | 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 (incl transition to school) | Choose an item. |
| **Teaching pedagogies**: | Play based pedagogies | Choose an item. |
| Guiding behaviour / engaging young learners | 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. |
| **Early childhood professional practice:** | Advocacy | Choose an item. |
| **History and philosophy of early childhood:** | Contemporary theories and practice | Choose an item. |

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| **Checklist** | | | |
| Interim Report |  | Planning and Teaching  (Assessment Rubric completed) |  |
| Journal Sighted |  |
| Min. 5 sequenced  lessons planned & taught |  | 10 days of placement completed |  |
| Targeted Support Plan Implemented (If yes provide dates, initial and completion, in comments) | | |  |
| **Final Grade** | | | |
| Overall Rating: *If ‘requires more time’ is selected, an updated Targeted Support Plan*  *should be submitted with this report* | | | Choose an item. |
| Mentor Teacher Comments Click or tap here to enter text. | | | |
| ***Preservice teacher signature:*** | |  | |
| ***Mentor teacher(s) signature:*** | |  | |

**To return this form:**

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

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2: Preservice teacher emails it to unit lecturer and cc’s mentor teacher(s)