**Final Report: EPE520 - Developmental Learning and Pedagogy**This report is completed by the mentor(s) in discussion with the preservice teacher (PST) on completion of the 20-day placement. Performance ratings are determined by evidence observed and/or discussed of the PST’s knowledge, skills and practice at Graduate Level of the Australian Professional Standards for Teachers (APST).

Whilst PST’s should strive to address and meet all APST focus areas, this unit’s academic and placement focus is on those indicated in **bold** below. 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 EPE520** |
| **Educational Setting:** | | | **State or Territory:** | | | **Date of Completion:** |
| **Class/Year Level:** | | | **Subject/Specialist teaching area:** | | |  |
| **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 | | | |
| **Assessment rubric** | | | | | | |
|  | **Detailed evidence** | **Satisfactory evidence** | | **Emerging evidence** | **More evidence required** | |
| **Planning for Learning** | Activities reflect detailed discussion prior to delivery. They are sequential and interesting and relevant to age and ability level. Timings are realistic and linked to curriculum outcome. | Activities reflect discussion prior to delivery. Planning is detailed, with attention to pupil’s prior knowledge and related to curriculum outcome. learning sequence, timings, and assessment included. | | Some detail provided in planning. Curriculum outcome identified, with links to assessment.  Student cohort described in terms of learning goal. | More detail required on planning. 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** | Reflection on what can be done better or different, less or more describes areas for improvement and success in detail. Lesson adaptions are justified. | Reflection considers the extent of learners’ achievements. Discussion identifies areas of teaching success and how activities could be changed for a improved outcomes | | Discussion of students learning loosely based on assessment/development evidence. Reflection requires greater clarity and depth. Few links to appropriate pedagogy are apparent. | Description of learning experience is vague. More detailed information is needed to determine student achievement of curriculum outcomes. | |
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| **Professional Engagement** | PST demonstrates readiness for teaching, and is meeting ethical requirements.  Almost always listens to, shares with, and supports the efforts of others. | PST is open to learning the requirements for teaching. Is beginning to demonstrate principles around quality teaching practices.  Usually listens to, shares with, and supports the efforts of others. | | PST does not have clear ideas around the principles of teaching.  Further scaffolding for teaching required.  Usually collegial in approach. | PST has vague or unsuitable aspirations for teaching. Is yet to demonstrate a readiness to meet ethical requirements  Rarely listens to, shares with, or supports others. Limited collaborative practices. | |
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| **Professional Engagement** | Consistently focused. Very self-directed. Works with initiative. | Mostly focused.  Dependable and self directed. | | Somewhat focused. Requires reminders to stay on task. Improved self-direction is needed. | Rarely focused. Requires prompting and support. Displays little initiative or self-direction. | |
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| **DOMAIN** | **APST FOCUS AREAS (rate at graduate level)** | | **PERFORMANCE RATING** |
| Select from: Satisfactory, *Developing Satisfactorily, Unsatisfactory, Limited Opportunities* | | | |
| **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. |
| 5.5 | Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. | 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. |
| 6.2 | Understand the relevant and appropriate sources of professional learning for teachers. | 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. |

**Complete the following for EC students only (prior to school placements)**

Australian Children’s Education & Care Quality Authority (ACECQA) Guidelines

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| **Checklist** | | | |
| Interim Report |  | Planning and Teaching  (Assessment Rubric completed) |  |
| Journal Sighted |  |
| Min. 10 sequenced lessons  planned & taught |  | 20 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 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)

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| **DOMAIN** | **ACECQA QUALITY AREAS** | **PERFORMANCE RATING** |

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| Select from: *Satisfactory, 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. |