**Final Report:** **ETP220 – Teaching and Learning 4**

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 ETP220** |
| **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 | |

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| Planning and Teaching Assessment Rubric:  APPLYING DEVELOPMENT PRINCIPLES TO PRACTICE | | | | |
| Plan, teach and assess a 'Unit of Work' | Quality evidence | Satisfactory evidence | Satisfactory with assistance | Insufficient evidence despite assistance |
| Rationale | The unit of work meets the needs of the student learning and works in harmony with classroom /school practices. | The unit of work identifies student and community needs. | The unit of work is planned with some consideration of student and school needs | The unit of work has little connection with the needs of student learning |
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| Outcomes | Outcomes are appropriate for learners across 2 or more learning areas. Learning outcomes are clearly identified and integrated. | Outcomes are identified and detail appropriate strands and indicators across 2 or more learning areas | Outcomes are indicated with indicators supplied. | Outcomes do not address the requirements of the curriculum. |
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| Teaching Points | Relevant and thorough, insightful, accurate and clear with explicit detail throughout | Informative, accurate and clear with appropriate levels of detail throughout | Greater detail in some areas would have enhanced the overall effectiveness of this unit | More information and detail was needed throughout to ensure clarity, relevance or accuracy |
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| Sequence of Learning | Very clearly communicated and logically sequenced with explicit links between learning concepts | Preservice teacher is beginning to connect lessons sequentially with implicit learning concepts addressed at each stage. | Learning is sequenced satisfactorily. There is scope for greater clarity and depth in some lessons. | Lessons are fragmented and do not explicitly connect learning concepts. |
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| Assessment | Assessment rubric is comprehensive in design and intuitive in its use. | Assessment and/or rubric is well designed and thorough in its coverage of outcomes addressed. | Assessment of unit outcomes rubric is satisfactory and identifies a number of areas in which the student/s can demonstrate meeting the learning outcomes of the unit. | Assessment and/or rubric is unclear and does not identify how the students have met the outcomes of the unit. |
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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. |

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| **Checklist** | | | |
| Interim Report |  | Planning and Teaching  (Assessment Rubric completed) |  |
| Journal Sighted |  |
| Min. 2-week block of full time  Planning and teaching |  | 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

THEN

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

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

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

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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. |