**Final Report: EPE530 - Classroom Ready: Impactful Teaching**

This report is completed by the mentor(s) in discussion with the preservice teacher (PST) on completion of the 30-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/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 EPE530** |
| **Educational Setting:** | **State or Territory:** | **Date of Report 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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| |  |  |  | | --- | --- | --- | | **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. |

**Teaching Evidence Presentation** to school panel comprised of mentors, principal (or other school leader) and, if possible, the preservice teacher coordinator, or PLL in NT schools. A 15-minute presentation and 10-minute discussion is recommended and is to include:

* a minimum of 5 rich pieces of evidence from portfolio shaped around:
  + own philosophy and journey of learning
  + highlighting the findings of the 4 AfGT Elements and how these demonstrate the APST
* a conversation with the panel that allows you to reflect on the professional experience and your skills as a preservice teacher:
  + What are your strengths?
  + What are your weaknesses?
  + How do you see your role engaging professionally with colleagues, parents/carers, and the community? – provide evidence.
  + How are you ready for the ongoing journey into this profession?

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| **TEACHING EVIDENCE PRESENTATION** | | | | | | | |
|  | **Quality evidence** | | | **Satisfactory evidence** | **Satisfactory with assistance** | **Insufficient evidence despite assistance** | |
| **Presentation** | Quality of planning is high with explicit links to learning needs. Samples of evidence demonstrate sound knowledge of national and state curriculum and assessment requirements. | | | Quality of planning is sound with well thought through links to learning needs. Evidence demonstrates knowledge of national and state curriculum and assessment requirements. | Quality of planning is developing. Evidence is provided demonstrates emerging knowledge of national and state curriculum and associated assessment requirements. | Quality of planning is poor. There is little to no evidence to demonstrate knowledge of national and state curriculum and associated assessment requirements. | |
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| **Readiness for the profession, including response to AfGT** | The PST has embraced a culture of collaboration and personal has demonstrated a commitment to the ethical and practical requirements of the profession. | | | The PST is clear around the requirements of the profession and has demonstrated readiness to become a teacher. | The PST has demonstrated some analysis of own teaching practice in terms of curriculum and pedagogy. Attention to ethical and practical requirements of the profession is evolving. | The PST fails to effectively critique own pedagogy. There is very limited analysis of own teaching practice and minimal attention to the professional needs of a teacher. | |
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| **Presents work professionally, articulate and coherent** | Well prepared and well structured; explicitly identifies the key issues; cohesive, wide range of structures and extensive vocabulary; no typographic or spelling errors. | | | Preparedness evident. Sound structure; effective grammatical expression; student’s voice supported by literature; appropriate terminology; minor typographic and/or spelling errors. | Adequate preparation. Generally clear presentation; developed with student’s voice; Coherent and appropriate language; some spelling and/or typographic errors. | Underprepared Presentation lacks structure; over reliance on quotes; little evidence of proofing; language and terminology inappropriate; frequent spelling and/or typographic errors. | |
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| **TEACHING EVIDENCE PRESENTATION PANEL REPORT** | | | | | | | |
| Membership of Panel | | | | | | | |
| Panel Member | | Name | School Position | | Signature | | |
| 1 | | Click here to enter name | Click here to enter position | |  | | |
| 2 | | Click here to enter name | Click here to enter position | |  | | |
| 3 | | Click here to enter name | Click here to enter position | |  | | |
| This panel finds that Click here to enter pre-service teacher has satisfactorily demonstrated evidence against the Australian Professional Standards for Teachers. | | | | | | |  |
| Comments from Panel: Click here to enter comment | | | | | | | |

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| **Checklist** | | | |
| Interim Report |  | Teaching Evidence Presentation  (Assessment Rubric and Panel Comments completed) |  |
| Journal Sighted |  |
| Min. 4 weeks full time planning  and teaching |  | 30 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. |

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| **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)