**Final Report: EPE312 – Professional Experience:** **Engaging in Evidence-based Practice**

This report is completed by the mentor(s) in discussion with the pre-service 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).

PST’s need to be at a ‘satisfactory’, or ‘developing satisfactory’ performance level in all focus areas to pass this final placement.

**Performance Rating Guide:**

* **Satisfactory:** PST has demonstrated clear evidence on several occasions.
* **Developing Satisfactory:** PST has demonstrated incomplete and/or occasional evidence.
* **Unsatisfactory:** PST has not yet demonstrated evidence.

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| **Pre-Service Teacher:** | **Student No.:** | **Unit Code EPE312**  **Semester and year enrolled:** |
| **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 | |
| **30 days of placement completed** |  | |

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| **DOMAIN** | **APST FOCUS AREAS (rate at graduate level)** | | **PERFORMANCE RATING** |
| Select from: Satisfactory, Developing Satisfactorily, Unsatisfactory | | | |
| **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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| **Final Grade** | | |
| Overall Rating: If ‘unsatisfactory’ 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

THEN

2: Preservice teacher emails it to [Claire.bartlett3@cdu.edu.au](mailto:Claire.bartlett3@cdu.edu.au) and cc’s mentor teacher(s)