Final Report: EPE520

Developmental Learning and Pedagogy

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|  **Preservice Teacher:**  | **Student No.:**  | **Unit Code: EPE520** **Year Enrolled: \_\_\_\_\_\_\_\_\_\_\_\_\_****Semester Enrolled: \_\_\_\_\_\_\_\_\_** |
| **Name of Education Setting and Location:**  | **Placement days completed:**   | **Date of Report Completion**Click here to enter a date |
| **Class/Year Level(s) and Ages:**  | **Specialist Subject Teaching Area(s):** |
| **Mentor Teacher:**  **Email address:**  **Phone number:**   | **Professional Learning Leader (Where Applicable):** **Email address:**  **Phone number:**  |
| **Placement Start Date:** Click here to enter a date | **Placement End Date:** Click here to enter a date |

Final Report

This report is completed by the mentor(s) in discussion with the preservice teacher (PST) on completion of the **20-day placement.**

**To return this form:**

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

2: Preservice teacher emails it to **Unit Coordinator** and cc’s mentor teacher(s)

Performance Ratings

Performance ratings are determined by evidence observed and/or discussed of the PST’s knowledge, skills and practice at the Graduate Level of:

* Australian Children’s Education & Care Quality Authority (ACECQA) Guidelines
* Australian Professional Standards for Teachers (APST)

Whilst PSTs should strive to address and meet all APST focus areas, this unit’s academic and placement focus is on those indicated in **bold** below. PSTs need to be at a ‘satisfactory’, or ‘developing satisfactory’ performance level in all **bolded areas** to pass the placement.

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 of the **bolded focus area** descriptor despite mentor feedback, scaffolding and **targeted support**.

Targeted Support

If one or more **bolded areas** is rated ‘unsatisfactory’ or ‘limited opportunities’ the CDU **targeted support plan** must be implemented **before the final report is completed.** The **Unit Coordinator** can provide support in implementing the targeted support plan or respond to any questions or concerns of the PST or mentor teacher.

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| **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.  |
| [ ]  | [ ]  | [ ]  | [ ]  |
| **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.  |
| [ ]  | [ ]  | [ ]  | [ ]  |
| **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.  |
| [ ]  | [ ]  | [ ]  | [ ]  |
| **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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## Complete the following for EC students only (early learning placements)

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

## Complete the following for EC/Primary/Secondary students

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|  **DOMAIN** |  **APST FOCUS AREAS (rate at graduate level)** | **PERFORMANCE RATING** |
| **Select from: *Developing Satisfactorily, Unsatisfactory, Limited Opportunities*** |

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| **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  |  |
| Ten sequenced learning sequences/lessons planned and 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:*** | Shape  Description automatically generated with low confidence |
| ***Mentor teacher(s) signature:*** | Shape  Description automatically generated with low confidence |

**Please ensure that both the mentor and pre-service teacher have signed this report.**

**To return this form:**

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

2: Preservice teacher emails it to **Unit Coordinator** and cc’s mentor teacher(s)