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. |
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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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## 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:**

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