Final Report

EPE111 Professional Experience

Planning for Learner Development

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| **Preservice Teacher Name:**Click or tap here to enter text. | **Student No.**Click or tap here to enter text. | **Year Enrolled in Unit:** Click or tap here to enter text.**Semester Enrolled in Unit:** Click or tap here to enter text. |
| **Name of School and/or Educational Setting** Click or tap here to enter text. **Setting**Choose an item.**Location: Please select the State/Territory**Choose an item. | **Placement days completed:** Click or tap here to enter text. | **Date of Report Completion:**Click here to enter a date |
| **Class/Year Level(s) and Ages:** Click or tap here to enter text. | **For secondary placements Teaching Area(s):**Click or tap here to enter text. |
| **Mentor Teacher:** Click or tap here to enter text.**Email address:** Click or tap here to enter text.**Phone number:** Click or tap here to enter text. | **Professional Learning Leader (Where Applicable):**Click or tap here to enter text.**Email address:** Click or tap here to enter text.**Phone number:** Click or tap here to enter text. |
| **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.**

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 the 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 the report below. PSTs need to be at a ‘satisfactory’, or ‘developing satisfactory’ performance level in all required 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 the opportunity to demonstrate evidence. *NB if this is a required focus area, opportunities or discussion need to be provided.*
* **Unsatisfactory:** PST has not yet demonstrated evidence of the **focus area** descriptor despite mentor feedback, scaffolding and **targeted support**.

Targeted Support

Pre-service teachers need to be at a ‘Satisfactory’ or at the ‘developing’ performance levels in relevant areas to pass this placement. If one or more focus areas is rated ‘unsatisfactory’ at the interim report stage, the CDU targeted support plan must be implemented. <https://www.cdu.edu.au/arts-society/education/inschool-education-placements/concerns-during-placement> . Professional Experience Supervisors and 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.

Limited Opportunities

If one or more ‘limited opportunities’ is noted at the Interim Report stage, **developmental learning goals** need to be identified on the final page of the Interim Report. These goals need to identify how the student will be supported to meet the requirements in those areas. If there are limited opportunities in the context to display the required knowledge and skills, the pre-service teacher is expected to identify how they would address these areas if given the opportunity. The unit coordinator can provide support in implementing this.

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| **Overall Assessment Rubric** |
|  | **Detailed evidence** | **Satisfactory evidence** | **Emerging evidence** | **More evidence required** |
| **Lesson planning** | Lesson plan reflects a detailed discussion with mentor prior to delivery. Activities are sequential and interesting and relevant to age and ability level. Timings are realistic. Assessment of learning links with curriculum outcome. | Lesson plan reflects a discussion of details with mentor prior to delivery. Lesson template completed in detail, including: description of pupil prior knowledge related to curriculum outcome, learning sequence, timings, and assessment included. | Some detail provided in lesson plan template. Curriculum outcome identified, with links to assessment.Student cohort described in terms of learning goal. | More detail required on lesson plan template. Curriculum outcomes and assessment are vague and/or unrelated. Student cohort described insufficiently in terms of learning goal. |
|  |[ ] [ ] [ ] [ ]
| **Reflection****On planning** | Lesson reflection includes sections on what can be done better or different, less or more and reflection describes areas for success and improvement in detail. Lesson adaptions are justified. | Reflection considers the extent of learners’ achievements. Discussion of lesson delivery identifies areas of teaching success and areas to focus on how lesson could be changed for a better result for students | Discussion of students learning loosely based on assessment evidence. Reflection requires greater clarity, depth and/or breadth in some areas of the lesson plan. Few links to appropriate pedagogy are apparent. | The description of the learning experience is vague. More detailed information is needed to determine student achievement of curriculum outcomes. |
|  |[ ] [ ] [ ]  [ ]   |
| **Professional Engagement** | PST has demonstrated readiness for teaching and is meeting ethical requirements and is attentive to the APSTs. | PST is open to learning the requirements for teaching and is beginning to understand the principles around quality teaching practices. | PST does not have clear ideas around the principles of teaching and requires further opportunity and scaffolding to prepare for the classroom | PST has vague or inappropriate aspirations for teaching and is yet to demonstrate a readiness in terms of meeting ethical requirements. |
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| **ACECQA QUALITY AREAS****Please note that only the quality areas relevant to this placement are listed. Please use the full ACEQA Quality Areas List located at the end of the Guidelines and Requirements document for ongoing professional learning discussions.** | **PERFORMANCE RATING** |
| **Quality Area 1: 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. |
| **Quality Area 2: 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. |
| Multicultural education | Choose an item. |
| Socially inclusive practice | Choose an item. |
| **Quality Area 3: Child development and care** |  |
|  | Child health, wellbeing and safety | Choose an item. |
| Transitions and continuity of learning  | Choose an item. |
| **Quality Area 4: Teaching pedagogies** |
|  | Alternative pedagogies and curriculum approaches | Choose an item. |
| Play based pedagogies | Choose an item. |
| Teaching methods and strategies | Choose an item. |
| Contemporary society and pedagogy | Choose an item. |
| **Quality Area 5: Early childhood professional practice** |
|  | Leadership | Choose an item. |
| Management and administration | Choose an item. |
| Professional identity and development | Choose an item. |
| Advocacy | Choose an item. |
| **Quality Area 6: History & philosophy of early childhood** |
|  | Contemporary theories and practice | Choose an item. |
| Ethics and professional practice | Choose an item. |

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| **APST FOCUS AREAS (rate at graduate level)****Please note that only the focus areas relevant to this placement are listed. Please use the full APST Focus Areas List located at the end of the Guidelines and Requirements document for ongoing professional learning discussions.**  | **PERFORMANCE RATING** |
| **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. |
| **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. |
| **Standard 3**: Know the content and how to teach it  |
| 3.1  | Set learning goals that provide achievable challenges for students of varying abilities and characteristics.  | Choose an item. |
| 3.5  | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.  | 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. |
| **Standard 5**: Assess, provide feedback and report on student learning  |
| 5.3  | Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.  | Choose an item. |
| **Standard 6**: Engage in professional learning  |
| 6.3  | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.  | 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. |

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| **Checklist**  |
| **Interim Report** | [ ]  **Yes** [ ]  **No** | **Planning and Teaching****(Assessment Rubric completed)** | [ ]  **Yes** [ ]  **No**  |
| **Journal Sighted** | [ ]  **Yes** [ ]  **No** | **20 Days of Placement Completed** | [ ]  **Yes** [ ]  **No**  |
| **Min. 5 Sequenced Lessons Planned and Taught**   | [ ]  **Yes** [ ]  **No** | **Targeted Support Plan Implemented** *(If yes provide dates, initial and completion, in comments)* | [ ]  **Yes** [ ]  **No** |
| **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. |

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| **Signature Confirmation** *Please ensure signatures are ‘hand signed’ or an electronic image of the signature is used.*  |
| ***Preservice teacher signature:*** | Shape  Description automatically generated with low confidenceBy signing this report, you agree to email your reports to your unit coordinator, with your mentor cc’d, and uploading to LearnLine. Ensure the report is uploaded prior to emailing.Please ensure all parts of this document are completed prior to submission.  |
| ***Mentor teacher(s) signature:*** | Shape  Description automatically generated with low confidence |

**Return this form:**

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

2: Preservice teacher emails it to the **unit coordinator** and copies (cc’s) mentor teacher(s).