

## Graduate Certificate in Education (Early Childhood) - ESM784

Graduate:
Total number of days: / 10
Age: Birth - 2 years
Tertiary Qualified Educator:
Child Care & Education Centre:
Centre Manager / Director:

### KEY FOR ASSESSMENT

- |  |   |
|--|---|
| <b>A</b> - <i>Achieved</i> and exceeded expected standard    | <b>D</b> - <i>Developing</i> towards expected standard    |
| <b>C</b> - <i>Competently</i> demonstrated expected standard | <b>F</b> - <i>Failed</i> to demonstrate expected standard |

### Australian Professional Standards for Teachers: Domains of Teaching

#### Professional Knowledge

Demonstrates current professional knowledge and skills to begin planning for and managing learning programs

**F**                      **D**                      **C**                      **A**

#### Professional Practice

Demonstrates a growing capacity begin to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment

**F**                      **D**                      **C**                      **A**

#### Professional Engagement

Demonstrates the capacity to begin developing effective relationships with the school community to enhance learning opportunities

**F**                      **D**                      **C**                      **A**

#### Please note

- In order to successfully pass Professional Experience (PE) graduates must not receive **F** for any Focus or more than one **D** for any one Standard*
- When completing the above summary of achievement, please make a judgement based upon the graduate's overall achievement across the standards specifically relating to each of the above Domains of Teaching, and as indicated by your reporting on the following pages.*

On the basis of these assessments and in the context of the overall expectations of graduates undertaking PE, the following overall assessment is recommended:

**SATISFACTORY**

OR

**UNSATISFACTORY**

#### Signatures

Graduate:
Tertiary Qualified Educator:
Centre Manager / Director:
Date: / /

## Professional Knowledge

Demonstrates current professional knowledge and skills to begin planning for and manage learning programs

### **STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN**

Focus & Evidence	F	D	C	A
<b>1.1 Physical, social and intellectual development and characteristics of children</b>  <i>Developmental indicator:</i> The graduate documents reflections on children's development and characteristics, and discusses implications for learning with the supervising teacher				
<b>Tertiary Qualified Educator comments:</b> (box will expand as you type if using an electronic form. If required, please attach additional pages)				

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## Professional Knowledge

Demonstrates current professional knowledge and skills to begin planning for and manage learning programs

### **STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT**

Focus & Evidence	F	D	C	A
<b>2.2 Content selection and organisation</b>  <i>Developmental indicator:</i> In collaboration with the supervising/tertiary qualified educator plan, implement and evaluate learning experiences for learners				
<b>2.3 Curriculum, assessment and reporting</b>  <i>Developmental indicator:</i> In collaboration with the supervising/tertiary qualified educator use the <i>Early Years Learning Framework</i> to design sequential learning experiences for learners				
<b>Tertiary Qualified Educator comments:</b> (box will expand as you type if using an electronic form. If required, please attach additional pages)				

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## Professional Practice

Demonstrates a growing capacity to begin to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment

### **STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING**

Focus & Evidence	F	D	C	A
<b>3.2 Plan, structure and sequence learning programs</b>  <i>Developmental indicator:</i> In collaboration with the supervising/tertiary qualified educator plan, implement, and evaluate learning experiences which demonstrate knowledge of children's learning, and effective teaching strategies				
<b>3.3 Include a range of teaching strategies in teaching</b>  <i>Developmental indicator:</i> In collaboration with the supervising/tertiary qualified educator, identify a range of teaching strategies and discuss the reasons for their selection within their planning				
<b>3.4 Select and use resources</b>  <i>Developmental indicator:</i> In consultation with the supervising/tertiary qualified educator, select suitable resources to support learning when working with an individual or small group of children				
<b>3.5 Use effective communication in the learning environment</b>  <i>Developmental indicators:</i> <ul style="list-style-type: none"> <li>• Able to communicate using grammatically correct oral and written language</li> <li>• Employs clear explanations when interacting with children</li> <li>• Takes responsibility for a daily routine; e.g. attendance</li> <li>• Uses appropriate language with staff and parents</li> </ul>				
<b>3.7 Engage parents/carers in the educative process</b>  <i>Developmental indicator:</i> In consultation with the supervising/tertiary qualified educator, share information with the focus children's parents/carers				
<b>Tertiary Qualified Educator comments:</b> <i>(box will expand as you type if using an electronic form. If required, please attach additional pages)</i>				

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## Professional Practice

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### **STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS**

Focus & Evidence	F	D	C	A
<b>4.4 Maintain learner/children's safety</b>				
<i>Development indicators:</i> <ul style="list-style-type: none"><li>• Recognises and discusses issues around safety</li><li>• Develops an awareness of hazards and acts appropriately</li></ul>				
<b>Tertiary Qualified Educator comments:</b> (box will expand as you type if using an electronic form. If required, please attach additional pages)				

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## Professional Practice

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### **STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING**

Focus & Evidence	F	D	C	A
<b>5.4 Interpret student data</b>				
<i>Development indicator:</i> Through conversations with supervising/tertiary qualified educator demonstrate the capacity to interpret assessments to evaluate child/ren's learning and modify teaching practice				
<b>5.5 Report on student achievement</b>				
<i>Developmental indicators:</i> Through conversations with supervising/tertiary qualified educator <ul style="list-style-type: none"><li>• Demonstrate the capacity to use a range of strategies for sharing child/ren's development/progress with parents/carers</li><li>• Maintain accurate and reliable documentations of child/ren's development</li></ul>				
<b>Tertiary Qualified Educator comments:</b> (box will expand as you type if using an electronic form. If required, please attach additional pages)				

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## ***Professional Engagement***

Demonstrates the capacity to begin developing effective relationships with the school community to enhance learning

### **STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING**

Focus & Evidence	F	D	C	A
<b>6.1 Identify and plan professional learning needs</b>  <i>Developmental indicators:</i> In collaboration with the supervising teacher <ul style="list-style-type: none"> <li>Critically reflects on teaching performance throughout the PE1 placement and recognises areas needing improvement</li> <li>Takes positive action to improve children's learning (e.g. adjusting teaching practices or attending professional learning opportunities)</li> </ul>				
<b>6.2 Engage with colleagues and improve practice</b>  <i>Developmental indicator:</i> Seeks and applies constructive feedback from supervisors and supervising/tertiary qualified educators to improve teaching practices				
<b><i>Tertiary Qualified Educator comments:</i></b> <i>(box will expand as you type if using an electronic form. If required, please attach additional pages)</i>				

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## ***Professional Engagement***

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### **STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND THE COMMUNITY**

Focus & Evidence	F	D	C	A
<b>7.1 Meet professional ethics and responsibilities</b>  <i>Developmental indicators:</i> <ul style="list-style-type: none"> <li>Conducts him/herself in a manner that demonstrates an understanding of ethical considerations and the importance of confidentiality</li> <li>Conducts him/herself in a manner that demonstrates an understanding of punctuality and the importance of adhering to a dress code consistent with centre expectations</li> <li>Maintains required communication with relevant university staff</li> </ul>				
<b>7.2 Comply with legislative, administrative and organisational requirements</b>  <i>Developmental indicator:</i> Conducts him/herself in a manner that demonstrates an understanding of duty of care and legal requirements				

*Standard 7 continues next page*

### 7.3 Engage with parents/carers

*Developmental indicator:* In conversation with the supervising/tertiary qualified educator, demonstrates an awareness of the sensitive nature of communication with parents/carers

#### ***Tertiary Qualified Educator comments:***

*(box will expand as you type if using an electronic form. If required, please attach additional pages)*

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### Overall comments regarding graduate's performance

#### ***Tertiary Qualified Educator comments:***

*(box will expand as you type if using an electronic form. If required, please attach additional pages)*

**Report forms can be completed in digital form, keeping a copy for school files, and providing a copy to the pre-service teacher for submission.**