



Master of Teaching – EMT512 / EMT522 PE1

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|----------------------------|
| Pre-service teacher: |
| Total number of days: / 15 |
| Grade / Specialisation: |
| Supervising Teacher: |
| School: |
| Principal: |

KEY FOR ASSESSMENT

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

Australian Professional Standards for Teachers: Domains of Teaching

Professional Knowledge

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

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

Professional Practice

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

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

Please note

- In order to successfully pass PE1 pre-service teachers (PSTs) 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 PST'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 PSTs undertaking Professional Experience 1, the following overall assessment is recommended:

SATISFACTORY

OR

UNSATISFACTORY

Signatures

Pre-service teacher:

Supervising Teacher:

Principal:

Date: / /

Professional Knowledge

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN

| Focus & Evidence | F | D | C | A |
|---|---|---|---|---|
| 1.1 Physical, social and intellectual development and characteristics of students <i>Developmental indicator:</i> Through observation and discussion with the supervising teacher, the PST demonstrates a developing understanding of the physical, social and intellectual development and characteristics of learners and how this informs teaching of individuals or groups | | | | |
| 1.2 Understands how students learn <i>Developmental indicator:</i> Through observation and discussion with the supervising teacher the PST demonstrates a developing understanding of how students learn and how this informs teaching of individuals or groups | | | | |
| 1.3 Students with diverse linguistic, cultural, religious, and socio economic backgrounds <i>Developmental indicator:</i> Through observation and discussion with the supervising teacher, the PST demonstrates a developing understanding of students with diverse linguistic, cultural, religious and socio economic backgrounds and how this informs teaching of individuals or groups | | | | |
| 1.5 Differentiate teaching to meet specific learning needs of students across the full range of abilities <i>Developmental indicator:</i> Through observation and discussion with the supervising teacher, the PST demonstrates a developing understanding of the need to differentiate teaching and how this informs teaching of individuals or groups | | | | |
| 1.6 Strategies to support full participation of students with disabilities <i>Developmental indicators :</i> <ul style="list-style-type: none"> • Demonstrates a developing understanding of learning theories and legislation that inform planning for students with disabilities • Demonstrates a developing understanding of the need to plan appropriate learning experiences for individual students with disabilities | | | | |
| Supervising Teacher comments: <i>(box will expand as you type if using an electronic form. If required, please attach additional pages)</i> | | | | |

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Professional Knowledge

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

| Focus & Evidence | F | D | C | A |
|--|---|---|---|---|
| 2.1 Content and teaching strategies of the teaching area <i>Developmental indicator:</i> <ul style="list-style-type: none"> • Demonstrates appropriate content knowledge • Demonstrates a developing understanding of teaching strategies commensurate with specific content/focus areas and is able to apply same in practice | | | | |
| 2.2 Content selection and organisation <i>Developmental indicator:</i> Demonstrates a developing understanding and familiarity of relevant curriculum documents, and how they are used to create effective teaching and learning sequences | | | | |
| 2.3 Curriculum, assessment and reporting <i>Developmental indicator:</i> Demonstrates a developing awareness and familiarity with relevant curriculum documents and how they are used to inform assessment and reporting processes | | | | |
| 2.5 Literacy and numeracy strategies <i>Developmental indicator:</i> Collects a range of strategies and resources for teaching literacy and numeracy, and discusses their appropriate use with the supervising teacher | | | | |
| 2.6 Information and Communication Technology (ICT) <i>Developmental indicators:</i> <ul style="list-style-type: none"> • Investigates and discusses with supervising teacher the ways of incorporating ICT into teaching/practice • Uses ICT to support teaching/practice (as appropriate to context) | | | | |
| <i>Supervising Teacher comments:</i> <i>(box will expand as you type if using an electronic form. If required, please attach additional pages)</i> | | | | |

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

| Focus & Evidence | F | D | C | A |
|---|---|---|---|---|
| 3.1 Establish challenging teaching and learning goals <i>Developmental indicator:</i> Demonstrates an understanding of how teachers set obtainable learning goals with reference to student needs and relevant curriculum documents | | | | |
| 3.2 Plan, structure and sequence learning programs <i>Developmental indicators:</i> Demonstrates developing organisational and planning skills, including <ul style="list-style-type: none"> Planning a short lesson/learning experience using an appropriate proforma, hand written or typed Planning discussed with and approved by the supervising teacher prior to delivery Planning demonstrates developing knowledge of students' prior learning, content and effective teaching strategies Consistently reflects on the teaching session and considers the planning and learning implications for the next learning experience | | | | |
| 3.3 Use teaching strategies <i>Developmental indicators:</i> <ul style="list-style-type: none"> In collaboration with the supervising teacher, demonstrates a developing understanding of effective teaching strategies Demonstrates an understanding of a variety of questioning techniques | | | | |
| 3.4 Select and use resources <i>Developmental indicator:</i> In collaboration with the supervising teacher, selects and uses resources relevant to the learning environment and context | | | | |
| 3.5 Use effective communication in the classroom/learning environment <i>Developmental indicators:</i> <ul style="list-style-type: none"> Is able to communicate using grammatically correct language in both oral and written situations Uses appropriate language with staff and students Uses appropriate pitch, pace, volume and projection of voice Gives instructions/directions/explanations clearly Demonstrate a capacity to use effective questioning techniques such as open-ended questions Demonstrates a developing discourse commensurate to the profession | | | | |

Supervising Teacher comments:

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

| Focus & Evidence | F | D | C | A |
|--|---|---|---|---|
| 4.1 Support student participation <i>Development indicator:</i> Through discussion with the supervising teacher, demonstrates an understanding of appropriate and effective strategies to support <ul style="list-style-type: none"> • Student participation • Student engagement • Student wellbeing • Student safety | | | | |
| 4.2 Manage learning activities <i>Development indicators:</i> In collaboration with the supervising teacher <ul style="list-style-type: none"> • Demonstrates the capacity to create and organise a classroom environment conducive to learning • Prepares for learning activities prior to lesson | | | | |
| 4.3 Manage challenging behaviour <i>Development indicator:</i> Assists supervising teacher in implementing routines and rules when necessary and appropriate | | | | |
| 4.4 Maintain student safety <i>Development indicator:</i> In collaboration with the supervising teacher <ul style="list-style-type: none"> • Identifies strategies that promote student emotional, social and physical wellbeing • Ensures student safety | | | | |
| 4.5 Uses ICT safely, responsibly and ethically <i>Development indicator:</i> Demonstrates an understanding of the ethical issues related to ICT use | | | | |
| Supervising Teacher comments: (box will expand as you type if using an electronic form. If required, please attach additional pages) | | | | |

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

| Focus & Evidence | F | D | C | A |
|---|---|---|---|---|
| 5.1 Assess learning <i>Development indicator:</i> Through conversations with supervising teacher demonstrates an understanding of how and why teachers select assessment strategies | | | | |
| 5.2 Provide feedback to students on their learning <i>Developmental indicators:</i> In collaboration with the supervising teacher <ul style="list-style-type: none"> As relevant to context, develops a formative/summative assessment strategy/task feedback strategy for a lesson/learning experience Provides feedback for a lesson/learning experience which clearly describes ways in which students can improve | | | | |
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Professional Engagement

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

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

| Focus & Evidence | F | D | C | A |
|---|---|---|---|---|
| 6.1 Identify and plan professional learning needs <i>Developmental indicator:</i> In collaboration with the supervising teacher critically reflects on the expectations for PE1 and recognises areas for improvement where a need is identified | | | | |
| 6.2 Engage in professional learning and improve practice <i>Developmental indicator:</i> <ul style="list-style-type: none"> Attends and participates in staff meetings Actively engages in other professional learning opportunities (e.g. collaborative planning, professional learning workshops) | | | | |

Standard 6 continues on next page

6.3 Engage with colleagues and improve practice

Developmental indicator: Actively seeks collegial feedback on own practice and acts on identified areas for improvement

Supervising Teacher comments:

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

| Focus & Evidence | F | D | C | A |
|---|---|---|---|---|
| 7.1 Meet professional ethics and responsibilities <i>Developmental indicator:</i> Holds conversations with Principal and/or senior staff and conducts him/herself in a manner that demonstrates an understanding of <ul style="list-style-type: none">• The importance of confidentiality• Ethical considerations• Conduct for the teaching profession• The importance of maintaining a dress code consistent with school expectations• Specific school and discipline based requirements | | | | |
| 7.2 Comply with legislative, administrative and organisational requirements <i>Developmental indicator:</i> Holds conversations with Principal and /or senior staff and conducts him/herself in a manner that demonstrates an understanding of <ul style="list-style-type: none">• Duty of care• Legislative requirements | | | | |

Standard 7 continues on next page

7.3 Engage with parents/carers and centre/school community

Developmental indicator: Demonstrates an approachable respectful and professional demeanour when talking with parents/carers and members of the school community

Supervising Teacher comments:

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Overall comments regarding Pre-service Teacher Impact

Supervising Teacher/Educator comments on the Pre-service Teacher's impact on student learning (please provide examples where possible):

Pre-service Teacher comments regarding impact on student learning (please provide examples where possible):

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