



**Bachelor of Education (HPE) – ESP100 PE1**

Pre-service teacher:	
Total number of days:	/ 20
Grade/Age:	
Colleague Teacher:	
School:	
Principal:	

**KEY FOR ASSESSMENT**

- A** - *Achieved* and exceeded expected standard      **D** - *Developing* towards expected standard  
**C** - *Competently* demonstrated expected standard      **F** - *Failed* 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**

<b>Signatures</b>	Pre-service teacher:	
	Colleague 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
<p><b>1.1 Physical, social and intellectual development and characteristics of students</b></p> <p><i>Developmental indicator:</i> Through observation and discussion with the colleague teacher, the PST demonstrates a developing understanding of the physical, social and intellectual development and characteristics of students and how this informs teaching of individuals or groups</p> <p><b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b></p>				
<p><b>1.2 Understands how students learn</b></p> <p><i>Developmental indicator:</i> Through observation and discussion with the colleague teacher the PST demonstrates a developing understanding of how students learn and how this informs teaching of individuals or groups</p> <p><b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b></p>				
<p><b>1.3 Students with diverse linguistic, cultural, religious, and socio economic backgrounds</b></p> <p><i>Developmental indicator:</i> Through observation and discussion with the colleague 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</p> <p><b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b></p>				
<p><b>1.5 Differentiate teaching to meet specific learning needs of students across the full range of abilities</b></p> <p><i>Developmental indicator:</i> Through observation and discussion with the colleague teacher, the PST demonstrates a developing understanding of the need to differentiate teaching and how this informs teaching of individuals or groups</p> <p><b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b></p>				

**Colleague Teacher comments:**

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

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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
<p><b>2.1 Content and teaching strategies of the teaching area</b></p> <p><i>Developmental indicator:</i> Demonstrates a developing understanding of teaching strategies commensurate with specific content/focus areas and is able to apply same in practice</p> <p><b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b></p>				
<p><b>2.2 Content selection and organisation</b></p> <p><i>Developmental indicator:</i> Demonstrates a developing understanding and familiarity with relevant curriculum documents, and is able to use curricula to inform planning</p> <p><b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b></p>				
<p><b>2.3 Curriculum, assessment and reporting</b></p> <p><i>Developmental indicator:</i> Demonstrates a developing awareness and some familiarity with relevant curriculum documents and how they are used to inform assessment and reporting processes</p> <p><b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b></p>				
<p><b>2.5 Literacy and numeracy strategies</b></p> <p><i>Developmental indicator:</i> Collects a range of strategies and resources for teaching literacy and numeracy and discusses their appropriate use with the colleague teacher</p> <p><b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b></p>				
<p><b>2.6 Information and Communication Technology (ICT)</b></p> <p><i>Developmental indicators:</i></p> <ul style="list-style-type: none"> <li>• Investigates and discusses with colleague Teacher the ways of incorporating ICT into teaching/practice</li> <li>• Uses ICT to support teaching/practice (as appropriate to context)</li> </ul> <p><b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b></p>				
<p><b>Colleague Teacher comments:</b>            (box will expand as you type if using an electronic form. If required, please attach additional pages)</p>				

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## **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

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

Focus & Evidence	F	D	C	A
<p><b>3.1 Establish challenging teaching and learning goals</b></p> <p><i>Developmental indicator:</i> Demonstrates an understanding of how teachers set obtainable learning goals with reference to student needs and relevant curriculum documents</p> <p><b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b></p>				
<p><b>3.2 Plan, structure and sequence learning programs</b></p> <p><i>Developmental indicators:</i></p> <ul style="list-style-type: none"> <li>• In collaboration with colleague teacher, plans a short lesson/learning experience using an appropriate proforma and submits for colleague teacher approval prior to teaching</li> <li>• Effectively applies developing knowledge of student prior learning, content and effective teaching strategies when planning</li> <li>• Reflects on the teaching session and considers the planning and learning implications for the next learning experience</li> </ul> <p><b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b></p>				
<p><b>3.3 Use teaching strategies</b></p> <p><i>Developmental indicators:</i></p> <ul style="list-style-type: none"> <li>• A variety of teaching strategies are identified within planning to address all learning styles</li> <li>• Reflects on the use of a variety of questioning techniques</li> </ul> <p><b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b></p>				
<p><b>3.4 Select and use resources</b></p> <p><i>Developmental indicator:</i> Effectively selects and uses resources relevant to the learning environment and context</p> <p><b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b></p>				
<p><b>3.5 Use effective communication in the learning environment</b></p> <p><i>Developmental indicators:</i></p> <ul style="list-style-type: none"> <li>• Is able to communicate using grammatically correct language in both oral and written situations (where appropriate to context)</li> <li>• Uses appropriate language with staff and students</li> <li>• Uses appropriate pitch, pace, volume and projection of voice</li> <li>• Gives instructions/directions/explanations clearly</li> <li>• Demonstrate a capacity to use effective questioning techniques such as open- ended questions</li> </ul> <p><b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b></p>				

Standard 3 comments on next page

**STANDARD 3 - Colleague Teacher comments:**

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

Focus & Evidence	F	D	C	A
<b>4.1 Support student participation</b>  <i>Development indicator:</i> Uses the knowledge from Standard 1 to identify strategies to support student participation in learning activities  <b>TO BE ASSESSED DURING BOTH THE SCHOOL SWIMMING COMPONENTS</b>				
<b>4.2 Manage learning activities</b>  <i>Development indicators:</i> Demonstrates the capacity to organise learning space and prepare for learning activities prior to lesson  <b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b>				
<b>4.3 Manage challenging behaviour</b>  <i>Development indicator:</i> Assists colleague teacher in implementing routines and rules when necessary and appropriate  <b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b>				
<b>4.4 Maintain student safety</b>  <i>Development indicator:</i> Identifies strategies that promote student emotional, social and physical wellbeing  <b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b>				
<b>4.5 Uses ICT safely, responsibly and ethically</b>  <i>Development indicator:</i> Demonstrates an understanding of the ethical issues related to ICT use  <b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b>				

Standard 4 comments on next page

**STANDARD 4 – Colleague Teacher comments:**

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

Focus & Evidence	F	D	C	A
<b>5.1 Assess student learning</b>  <i>Development indicator:</i> Through conversations with colleague teacher, demonstrates an understanding of how and why teachers select assessment strategies  <b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b>				
<b>5.2 Provide feedback to students on their learning</b>  <i>Developmental indicators:</i> <ul style="list-style-type: none"><li>• In collaboration with the colleague teacher develops a<ul style="list-style-type: none"><li>○ Formative/summative assessment strategy/task (as relevant to context</li><li>○ Feedback strategy for a lesson/learning experience</li></ul></li><li>• Marks and returns student work promptly</li><li>• Communicates constructively to students</li></ul> <b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b>				

**Colleague Teacher comments:**

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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
<p><b>6.1 Identify and plan professional learning needs</b></p> <p><i>Developmental indicator:</i> Is able to reflect on the expectations for PE1 and plan for further learning where a need is identified</p> <p><b>TO BE ASSESSED ON THE SCHOOL BASED COMPONENT</b></p>				
<p><b>6.2 Engage in professional learning and improve practice</b></p> <p><i>Developmental indicator:</i> Attends and shows interest in staff meetings and actively engages in other professional learning opportunities for instance collaborative planning</p> <p><b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b></p>				
<p><b>6.3 Engage with colleagues and improve practice</b></p> <p><i>Developmental indicator:</i> Actively seeks collegial feedback on own practice and acts on identified areas for improvement</p> <p><b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b></p>				
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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
<p><b>7.1 Meet professional ethics and responsibilities</b></p> <p><i>Developmental indicators:</i> Holds conversations with Principal and /or senior staff and conducts him/herself in a manner that demonstrates an understanding of</p> <ul style="list-style-type: none"> <li>• the importance of confidentiality</li> <li>• ethical considerations</li> <li>• conduct for the teaching profession</li> <li>• the importance of maintaining a dress code consistent with school expectations</li> <li>• specific school and discipline based requirement</li> </ul> <p><b>TO BE ASSESSED DURING BOTH THE SCHOOL SWIMMING COMPONENTS</b></p>				
<p><b>7.2 Comply with legislative, administrative and organisational requirements</b></p> <p><i>Developmental indicator:</i> Holds conversations with Principal and /or senior staff and conducts him/herself in a manner that demonstrates an understanding of</p> <ul style="list-style-type: none"> <li>• duty of care</li> <li>• legislative requirements</li> </ul> <p><b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b></p>				
<p><b>7.3 Engage with parents/carers and school community</b></p> <p><i>Developmental indicator:</i> Demonstrates an approachable respectful and professional demeanour when talking with parents / carers and members of the school community</p> <p><b>TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS</b></p>				
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## Overall comments regarding Pre-service Teacher performance

### **Colleague Teacher comments:**

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

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**Please email completed assessment form to [Professional.Experience@educ.utas.edu.au](mailto:Professional.Experience@educ.utas.edu.au)**