



Bachelor of Education (Early Childhood) – ESH107 PE1

Pre-service teacher:
Total number of days: / 10
Grade/Age: Birth - 2 years
Supervising Educator:
Child Care & Education Centre:
Centre Director:

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 Educator:

Centre Director:

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 children <i>Developmental indicator:</i> Through observation and discussion with the supervising educator, the PST demonstrates a developing understanding of the physical, social and intellectual development and characteristics of children and how this informs teaching of individuals or groups				
1.2 Understands how children learn <i>Developmental indicator:</i> Through observation and discussion with the supervising educator, the PST demonstrates a developing understanding of how children learn and how this informs teaching of individuals or groups				
1.3 Children with diverse linguistic, cultural, religious, and socio economic backgrounds <i>Developmental indicator:</i> Through observation and discussion with the supervising educator, the PST demonstrates a developing understanding of children 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 children across the full range of abilities <i>Developmental indicator:</i> Through observation and discussion with the supervising educator/teacher, the PST demonstrates a developing understanding of the need to differentiate teaching and how this informs teaching of individuals or groups				
Tertiary Qualified Educator 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> 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 with relevant curriculum documents, and is able to discuss curricula relative to planning				
2.3 Curriculum, assessment and reporting <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				
2.5 Literacy and numeracy strategies <i>Developmental indicator:</i> Collects a range of strategies and resources for teaching emergent literacy and emergent numeracy, and discusses their appropriate use with the supervising educator				
2.6 Information and Communication Technology (ICT) <i>Developmental indicators:</i> <ul style="list-style-type: none"> Investigates and discusses with supervising educator the ways of incorporating ICT into teaching/practice Uses ICT to support teaching/practice (as appropriate to context) 				
Tertiary Qualified Educator 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 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
3.1 Establish challenging teaching and learning goals <i>Developmental indicator:</i> Demonstrates an understanding of how educators/teachers set obtainable learning goals with reference to children's needs and relevant curriculum documents				
3.2 Plan, structure and sequence learning programs <i>Developmental indicator:</i> 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"> A variety of teaching strategies are identified within planning to address individual learning preferences Use of open and closed questioning techniques are observed and discussed 				
3.4 Select and use resources <i>Developmental indicator:</i> Effectively uses resources relevant to the learning environment and context				
3.5 Use effective communication in the 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 (where appropriate to context) Uses appropriate language with staff and children Uses appropriate pitch, pace, volume and projection of voice Gives instructions/directions/explanations clearly, and follows up when necessary Uses a consistent approach when communication with children 				
<i>Tertiary Qualified Educator 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 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Focus & Evidence	F	D	C	A
4.1 Support children's participation <i>Development indicator:</i> Uses the knowledge from Standard 1 to identify and discuss strategies to support children's participation in learning activities				
4.2 Manage learning activities <i>Development indicators:</i> <ul style="list-style-type: none"> Prior to implementation, demonstrate the capacity to organise learning space and prepare for learning experiences/activities Uses initiative when packing up the learning space 				
4.3 Manage challenging behaviour <i>Development indicator:</i> Assists supervising educator in implementing routines and guidelines when necessary and appropriate				
4.4 Maintain learner/children's safety <i>Development indicator:</i> Identifies strategies that promote children's emotional, social and physical wellbeing				
4.5 Uses ICT safely, responsibly and ethically <i>Development indicator:</i> Demonstrates an understanding of the ethical issues related to ICT use				
<i>Tertiary Qualified Educator 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 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

Focus & Evidence	F	D	C	A
5.1 Assess children's learning <i>Development indicator:</i> Through conversations with supervising educator, demonstrates an understanding of how and why educators / teachers select assessment strategies				
5.2 Provide feedback to children on their learning <i>Developmental indicators:</i> <ul style="list-style-type: none"> Communicates constructively to children Identifies children's strengths and capabilities 				
Tertiary Qualified Educator 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 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> Is able to reflect on the expectations for PE1 and plan for further learning where a need is identified				
6.2 Engage in professional learning and improve practice <i>Developmental indicator:</i> Attends and shows interest in staff meetings and actively engages in other professional learning opportunities, for instance, collaborative planning				

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

Tertiary Qualified Educator 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 indicators:</i> Holds conversations with Director and / or supervising educators, 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 centre expectations• Centre professional codes of conduct				
7.2 Comply with legislative, administrative and organisational requirements <i>Developmental indicators:</i> Holds conversations with Director and / or supervising educators, and conducts him / herself in a manner that demonstrates an understanding of <ul style="list-style-type: none">• Duty of care• Legislative and organisational requirements				

Standard 7 continues on next page

7.3 Engage with parents/carers and centre community

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

Tertiary Qualified Educator 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 for submission.