



Bachelor of Education (Early Childhood) – ESH307 PE3

Pre-service teacher:
Total number of days: / 30
Grade:
Supervising 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 PE3 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 3, 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 that inform planning for students with disabilities • Begins to plan appropriate learning experiences for individual students with disabilities • Begins to work with relevant support staff in providing appropriate experiences for students with disabilities 				
Supervising 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
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 use curricula to inform 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 teacher				
2.6 Information and Communication Technology (ICT) <i>Developmental indicators:</i> <ul style="list-style-type: none"> Investigates and discusses with supervising educator / 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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Professional Practice

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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 educators/teachers set obtainable learning goals with reference to learner needs and relevant curriculum documents				
3.2 Plan, structure and sequence learning programs <i>Developmental indicators:</i> <ul style="list-style-type: none"> • In collaboration with supervising educator / teacher, plans short lesson / learning experiences using an appropriate proforma and submits for supervising educator / teacher approval prior to teaching • Effectively applies developing knowledge of prior learning, content and effective teaching strategies when planning • 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 • Reflects on the use of open and closed questioning techniques 				
3.4 Select and use resources <i>Developmental indicator:</i> Effectively 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 (where appropriate to context) • 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 follow up with learners when and if required 				
3.6 Evaluate and improve teaching programs <i>Developmental indicator:</i> In collaboration with the supervising teacher, begins developing evaluative tools and strategies aimed at improving teaching practice and student learning				

Standard 3 continues on next page

3.7 Engage parents / carers in the educative process

Developmental indicators:

- In collaboration with the supervising teacher, develops strategies for involving parents / carers
- Demonstrates an ability to communicate with parents / carers in ways that support student learning

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 learner participation <i>Development indicator:</i> Through discussion with supervising teacher, identifies and implements appropriate and effective strategies to support <ul style="list-style-type: none">• Student involvement• Student engagement• Student motivation				
4.2 Manage classroom 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• Demonstrates the ability to create and maintain a positive classroom environment that is conducive to learning				
4.3 Manage challenging behaviour <i>Development indicator:</i> Assists supervising teacher in implementing routines and guidelines when necessary and appropriate				

Standard 4 continues on next page

4.4 Maintain learner safety

Development indicator: Identifies strategies that promote individual emotional, social and physical wellbeing

4.5 Uses ICT safely, responsibly and ethically

Development indicator: Demonstrates an understanding of the ethical issues related to ICT use

Supervising Teacher comments:

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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 discussion and negotiation with the supervising teacher, identifies and implements authentic strategies to assess student learning				
5.2 Provide feedback to students on their learning <i>Developmental indicators:</i> Through discussion and negotiation with supervising teacher: <ul style="list-style-type: none">• Provides timely feedback to students• Provides feedback which clearly describes ways in which students can improve• Identifies children's strengths and capabilities				
5.3 Make consistent and comparable judgements <i>Developmental indicators:</i> As appropriate to the placement context <ul style="list-style-type: none">• Participate in moderation of student work• Reflect upon moderation processes with supervising teacher				

Standard 5 continues on next page

5.4 Interpret student data

Developmental indicators: Through discussion and negotiation with supervising teacher, uses assessment data to

- Evaluate teaching practices
- Modify teaching practices where appropriate

5.5 Report on student achievement

Developmental indicator: Through discussion and negotiation with supervising teacher, determines a course of action for reporting on student progress to relevant stakeholders

Supervising 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
6.1 Identify and plan professional learning needs <i>Developmental indicators:</i> In collaboration with the supervising teacher <ul style="list-style-type: none">• Critically reflect on teaching performance throughout the PE3 placement and recognise areas needing improvement• Takes positive action to improve student learning (e.g. adjusting teaching practices or attending professional learning opportunities)				
6.2 Engage in professional learning and improve practice <i>Developmental indicator:</i> Participates in and begins to contribute to professional learning activities and staff meetings				
6.3 Engage with colleagues and improve practice <i>Developmental indicator:</i> Actively seeks and critically reflects upon collegial feedback on own practice, and acts on identified areas for improvement				

Standard 6 continues on next page

6.4 Apply professional learning and improve student learning

Developmental indicator: In discussion with supervising teacher, critically reflects upon the rationale for continued professional learning and the implications for student learning

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 indicators:</i> Holds conversations with supervising educators / teachers 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• School professional codes of conduct				
7.2 Comply with legislative, administrative and organisational requirements <i>Developmental indicators:</i> Holds conversations with supervising educators / teachers 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 school community

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

7.4 Engage with professional teaching networks and broader communities

Developmental indicator: Demonstrates an understanding of the roles of external professionals

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 for submission.