



Master of Teaching – EMT600 / EMT613

Pre-service teacher:
Total number of days: / 20
Grade / Specialisation:
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 this PE 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 this Professional Experience, the following overall assessment is recommended:

SATISFACTORY

OR

UNSATISFACTORY

Signatures

Pre-service teacher:

Supervising Teacher:

Principal:

Date: / /

Professional Knowledge

Demonstrates current 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> Begins to develop learning experiences that take into account students' physical, social and intellectual development and characteristics				
1.2 Understands how students learn <i>Developmental indicators:</i> <ul style="list-style-type: none"> Indicates growing knowledge of the research that informs teaching practice In collaboration with the supervising teacher, begins to express an understanding of this research through planning for individuals, small groups and the whole class (e.g. understanding human development, school policy, Australian Curriculum documents) 				
1.3 Students with diverse linguistic, cultural, religious, and socio economic backgrounds <i>Developmental indicator:</i> In collaboration with supervising teacher, begins to provide learning experiences that are responsive to diverse student backgrounds				
1.5 Differentiate teaching to meet specific learning needs of students across the full range of abilities <i>Developmental indicator:</i> In collaboration with the supervising teacher, begins to provide learning experiences that are responsive to a range of student abilities				
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 				
<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 Knowledge

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

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 indicators:</i> <ul style="list-style-type: none"> • Demonstrates appropriate content knowledge • Able to transfer content knowledge into effective teaching practice 				
2.2 Content selection and organisation <i>Developmental indicator:</i> In collaboration with the supervising teacher, selects and organises content into effective teaching and learning sequences				
2.3 Curriculum, assessment and reporting <i>Developmental indicator:</i> In collaboration with supervising teacher, develops one or more learning sequences demonstrating knowledge and understanding of relevant <ul style="list-style-type: none"> • Curriculum documents • Assessment procedures • Reporting requirements 				
2.5 Literacy and numeracy strategies <i>Developmental indicator:</i> In collaboration with the supervising teacher and as appropriate to the context <ul style="list-style-type: none"> • Develops one or more learning sequences demonstrating an understanding of literacy and numeracy curricula • Plans learning sequences that demonstrate an understanding of teaching strategies designed to develop students' literacy and numeracy capabilities 				
2.6 Information and Communication Technology (ICT) <i>Developmental indicators:</i> <ul style="list-style-type: none"> • Develops one or more learning sequences demonstrating an understanding of ICT • Plans learning sequences that demonstrate an understanding of teaching strategies designed to develop students' ICT skills • Incorporates ICT in teaching across a range of contexts 				
<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

Demonstrates a growing capacity to plan, implement and assess for effective teaching and learning as well as maintain 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 indicators:</i> <ul style="list-style-type: none"> In collaboration with supervising teacher, establish learning goals that are achievable for individuals, groups and the whole class Ensure learning goals reflect relevant curriculum documents 				
3.2 Plan, structure and sequence learning programs <i>Developmental indicator:</i> Demonstrates well-developed organisational and planning skills, including <ul style="list-style-type: none"> Having written or typed lessons planned (on an agreed proforma) Planning discussed with and approved by the supervising teacher prior to delivery Planning demonstrates a sound knowledge of content, student learning and effective teaching strategies Consistently reflects on teaching sessions and, where relevant, implements necessary changes for subsequent learning experiences 				
3.3 Use teaching strategies <i>Developmental indicators:</i> <ul style="list-style-type: none"> Demonstrates the ability to explore, trial and reflect on the use of a variety of questioning techniques In collaboration with the supervising teacher, effectively engages a range of teaching strategies 				
3.4 Select and use resources <i>Developmental indicator:</i> In collaboration with supervising teacher, selects and uses appropriate resources to meet all students' learning needs				
3.5 Use effective classroom communication <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 Demonstrates a capacity to use effective questioning techniques such as open-ended questions Demonstrates a developing discourse commensurate with the profession 				
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 student 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 participation• Student engagement• Student wellbeing• Student safety				
4.2 Manage classroom activities <i>Development indicator:</i> 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> Demonstrates the ability to implement the class and/or school policy relevant to the management of challenging student behaviour				

Standard 4 continues on next page

4.4 Maintain student safety

Development indicator: Through discussion with the supervising teacher, demonstrates an ability to identify and implement strategies that

- Promote student emotional, social and physical wellbeing
- Ensure student safety

4.5 Uses ICT safely, responsibly and ethically

Development indicator: Through discussion with supervising teacher, identifies and implements effective strategies to promote the responsible and ethical use of ICT

Supervising Teacher comments:

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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
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				
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 the 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 PE 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 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 school community				
<i>Developmental indicator:</i> Identifies and implements strategies to ensure successful communication occurs across the school community				
7.4 Engage with professional teaching networks and broader communities				
<i>Developmental indicator:</i> Demonstrates an understanding of the roles of external professionals				
Supervising Teacher 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 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.