



Graduate Certificate in Education (Early Childhood) - ESM784

Graduate:
Total number of days: / 10
Age: Birth - 2 years
Tertiary Qualified Educator:
Child Care & Education Centre:
Centre Manager / 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 current professional knowledge and skills to begin planning for and managing learning programs

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

Professional Practice

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

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

Please note

- In order to successfully pass Professional Experience (PE) graduates 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 graduate'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 graduates undertaking PE, the following overall assessment is recommended:

SATISFACTORY

OR

UNSATISFACTORY

Signatures

Graduate:
Tertiary Qualified Educator:
Centre Manager / Director:
Date: / /

Professional Knowledge

Demonstrates current professional knowledge and skills to begin planning 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> The graduate documents reflections on children's development and characteristics, and discusses implications for learning with the supervising teacher				
Tertiary Qualified Educator comments: (box will expand as you type if using an electronic form. If required, please attach additional pages)				

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Professional Knowledge

Demonstrates current professional knowledge and skills to begin planning for and manage learning programs

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

Focus & Evidence	F	D	C	A
2.2 Content selection and organisation <i>Developmental indicator:</i> In collaboration with the supervising/tertiary qualified educator plan, implement and evaluate learning experiences for learners				
2.3 Curriculum, assessment and reporting <i>Developmental indicator:</i> In collaboration with the supervising/tertiary qualified educator use the <i>Early Years Learning Framework</i> to design sequential learning experiences for learners				
Tertiary Qualified Educator comments: (box will expand as you type if using an electronic form. If required, please attach additional pages)				

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Professional Practice

Demonstrates a growing capacity to begin 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
3.2 Plan, structure and sequence learning programs <i>Developmental indicator:</i> In collaboration with the supervising/tertiary qualified educator plan, implement, and evaluate learning experiences which demonstrate knowledge of children's learning, and effective teaching strategies				
3.3 Include a range of teaching strategies in teaching <i>Developmental indicator:</i> In collaboration with the supervising/tertiary qualified educator, identify a range of teaching strategies and discuss the reasons for their selection within their planning				
3.4 Select and use resources <i>Developmental indicator:</i> In consultation with the supervising/tertiary qualified educator, select suitable resources to support learning when working with an individual or small group of children				
3.5 Use effective communication in the learning environment <i>Developmental indicators:</i> <ul style="list-style-type: none"> • Able to communicate using grammatically correct oral and written language • Employs clear explanations when interacting with children • Takes responsibility for a daily routine; e.g. attendance • Uses appropriate language with staff and parents 				
3.7 Engage parents/carers in the educative process <i>Developmental indicator:</i> In consultation with the supervising/tertiary qualified educator, share information with the focus children's parents/carers				
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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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Focus & Evidence	F	D	C	A
4.4 Maintain learner/children's safety				
<i>Development indicators:</i> <ul style="list-style-type: none">• Recognises and discusses issues around safety• Develops an awareness of hazards and acts appropriately				
Tertiary Qualified Educator comments: (box will expand as you type if using an electronic form. If required, please attach additional pages)				

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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
5.4 Interpret student data				
<i>Development indicator:</i> Through conversations with supervising/tertiary qualified educator demonstrate the capacity to interpret assessments to evaluate child/ren's learning and modify teaching practice				
5.5 Report on student achievement				
<i>Developmental indicators:</i> Through conversations with supervising/tertiary qualified educator <ul style="list-style-type: none">• Demonstrate the capacity to use a range of strategies for sharing child/ren's development/progress with parents/carers• Maintain accurate and reliable documentations of child/ren's development				
Tertiary Qualified Educator comments: (box will expand as you type if using an electronic form. If required, please attach additional pages)				

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Professional Engagement

Demonstrates the capacity to begin developing 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 reflects on teaching performance throughout the PE1 placement and recognises areas needing improvement Takes positive action to improve children's learning (e.g. adjusting teaching practices or attending professional learning opportunities) 				
6.2 Engage with colleagues and improve practice <i>Developmental indicator:</i> Seeks and applies constructive feedback from supervisors and supervising/tertiary qualified educators to improve teaching practices				
<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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Professional Engagement

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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> <ul style="list-style-type: none"> Conducts him/herself in a manner that demonstrates an understanding of ethical considerations and the importance of confidentiality Conducts him/herself in a manner that demonstrates an understanding of punctuality and the importance of adhering to a dress code consistent with centre expectations Maintains required communication with relevant university staff 				
7.2 Comply with legislative, administrative and organisational requirements <i>Developmental indicator:</i> Conducts him/herself in a manner that demonstrates an understanding of duty of care and legal requirements				

Standard 7 continues next page

7.3 Engage with parents/carers

Developmental indicator: In conversation with the supervising/tertiary qualified educator, demonstrates an awareness of the sensitive nature of communication with parents/carers

Tertiary Qualified Educator comments:

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Overall comments regarding graduate's performance

Tertiary Qualified Educator comments:

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

Please email completed assessment form to Professional.Experience@educ.utas.edu.au