



**Final Professional Experience Placement: Assessment Report Form**

|                       |            |
|-----------------------|------------|
| Pre-service teacher:  | Course:    |
| Total number of days: | School:    |
| Specialisation/Grade: | Principal: |
| Supervising Teacher:  |            |

**KEY FOR ASSESSMENT**

- A - *Achieved* and exceeded 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 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 C A**

**Professional Engagement**

Demonstrates a developing capacity to develop effective relationships with the school community to enhance learning opportunities **F C A**

**Please note**

- *In order to successfully pass this placement, pre-service teachers (PSTs) must not receive F for any Focus or 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 placement, the following overall assessment is recommended:

**SATISFACTORY**

OR

**UNSATISFACTORY**

**Signatures**

Supervising Teacher:

Principal:

Pre-service teacher:

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 | C | A |
|---|---|---|---|
| <p><b>1.1 Physical, social and intellectual development and characteristics of students</b></p> <p><i>Developmental indicator:</i> Develops learning experiences that take into account children's/students' physical, social and intellectual development and characteristics</p>  |   |   |   |
| <p><b>1.2 Understands how children/students learn</b></p> <p><i>Developmental indicator:</i></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of the research that informs teaching practice</li> <li>• Demonstrates 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)</li> </ul>  |   |   |   |
| <p><b>1.3 Students/children with diverse linguistic, cultural, religious, and socio-economic backgrounds</b></p> <p><i>Developmental indicator:</i> In collaboration with the Supervising Teacher, provides learning experiences that are responsive to the strengths and needs of children/students from diverse backgrounds</p>   |   |   |   |
| <p><b>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</b></p> <p><i>Developmental indicator:</i> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of children/students from Aboriginal and Torres Strait Islander backgrounds.</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> Provide learning experiences that are responsive to a range of children's/students' abilities</p>  |   |   |   |
| <p><b>1.6 Strategies to support full participation of students with disabilities</b></p> <p><i>Developmental indicators:</i></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of learning theories and legislation that inform planning for children/students with disabilities</li> <li>• Plans appropriate learning experiences for individual children/students with disabilities</li> <li>• Works effectively with relevant support staff in providing appropriate experiences for children/students with disabilities</li> </ul> |   |   |   |

***Supervising Teacher comments:***

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

## **Professional Knowledge**

Demonstrates developing 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 | C | A |
|--|---|---|---|
| <p><b>2.1 Content and teaching strategies of the teaching area</b></p> <p><i>Developmental indicator:</i></p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate knowledge and understanding of content</li> <li>• Able to use this content knowledge and understanding to inform pedagogy</li> </ul>   |   |   |   |
| <p><b>2.2 Content selection and organisation</b></p> <p><i>Developmental indicator:</i> Selects and organises content into effective teaching and learning sequences</p>   |   |   |   |
| <p><b>2.3 Curriculum, assessment and reporting</b></p> <p><i>Developmental indicator:</i> Develops learning sequences and lesson plans which demonstrate knowledge and understanding of relevant</p> <ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Assessment procedures</li> <li>• Reporting requirements</li> </ul>   |   |   |   |
| <p><b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b></p> <p><i>Developmental indicator:</i> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p>  |   |   |   |
| <p><b>2.5 Literacy and numeracy strategies</b></p> <p><i>Developmental indicator:</i> As appropriate to the context</p> <ul style="list-style-type: none"> <li>• Develops learning sequences and lesson plans that demonstrate an understanding of literacy and numeracy curricula</li> <li>• Develops learning sequences and lesson plans that demonstrate an understanding of teaching strategies designed to develop children's/students' literacy and numeracy capabilities</li> </ul> |   |   |   |
| <p><b>2.6 Information and Communication Technology (ICT)</b></p> <p><i>Developmental indicators:</i></p> <ul style="list-style-type: none"> <li>• Develops learning sequences and lesson plans that incorporate ICT to expand learning opportunities for children/students</li> <li>• Incorporates ICT in teaching/ planning across a range of contexts</li> </ul>   |   |   |   |

**Supervising Teacher comments:**

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

## **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 | C | A |
|--|---|---|---|
| <p><b>3.1 Establish challenging teaching and learning goals</b></p> <p><i>Developmental indicator:</i></p> <ul style="list-style-type: none"> <li>• Establishes learning goals that are achievable for individuals, groups and the whole class</li> <li>• Ensures learning goals reflect relevant curriculum documents</li> </ul>  |   |   |   |
| <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>• having written or typed lessons planned (on an agreed proforma</li> <li>• planning discussed with and approved by the Supervising Teacher prior to delivery</li> <li>• planning demonstrates a sound knowledge of content, student learning and effective teaching strategies</li> <li>• consistently reflects on teaching sessions and, where relevant, implements necessary changes for subsequent learning experiences</li> </ul>   |   |   |   |
| <p><b>3.3 Use teaching strategies</b></p> <p><i>Developmental indicators:</i></p> <ul style="list-style-type: none"> <li>• Demonstrates the ability to explore, trial and reflect on the use of open and closed questioning techniques</li> <li>• Effectively engages a range of teaching strategies</li> </ul>  |   |   |   |
| <p><b>3.4 Select and use resources</b></p> <p><i>Developmental indicator:</i> Selects and uses resources, including ICT, that promote children's/students' learning</p>  |   |   |   |
| <p><b>3.5 Use effective communication in the classroom</b></p> <p><i>Developmental indicators:</i></p> <ul style="list-style-type: none"> <li>• Communicates using grammatically correct oral and written language</li> <li>• Uses respectful and age appropriate language</li> <li>• Uses appropriate pitch, pace, volume and projection of voice</li> <li>• Shows an awareness of non-verbal communication strategies and body-language to promote engagement and learning</li> <li>• Gives clear instructions, directions, and explanations</li> <li>• Employs effective, age-appropriate questioning techniques to promote learning</li> </ul> |   |   |   |
| <p><b>3.6 Evaluate and improve teaching programs</b></p> <p><i>Developmental indicator:</i> In collaboration with the Supervising Teacher, begins developing evaluative tools and strategies aimed at improving teaching practice and student learning</p>   |   |   |   |

### 3.7 Engage parents / carers in the educative process

*Developmental indicators:*

- Develops strategies for involving parents / carers
- Demonstrates an ability to communicate with parents / carers in ways that support student learning

***Supervising Teacher comments:***

## 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 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

| Focus & Evidence   | F | C | A |
|--|---|---|---|
| <p><b>4.1 Support learner participation</b></p> <p><i>Development indicator:</i> Identifies and implements strategies to safely and inclusively support learners' participation, engagement, and motivation.</p>   |   |   |   |
| <p><b>4.2 Manage classroom activities</b></p> <p><i>Development indicators:</i> Demonstrates the capacity to maintain a well-organised, well-functioning classroom</p>   |   |   |   |
| <p><b>4.3 Manage challenging behaviour</b></p> <p><i>Development indicator:</i> Demonstrates the ability to:</p> <ul style="list-style-type: none"><li>• implement practical approaches to manage challenging behaviour</li><li>• implement the class and/or school policy relevant to the management of challenging child/student behaviour</li></ul> |   |   |   |
| <p><b>4.4 Maintain learner safety</b></p> <p><i>Development indicator:</i> Demonstrates an ability to identify and implement strategies that:</p> <ul style="list-style-type: none"><li>• promote child/student emotional, social and physical wellbeing</li><li>• ensure and maintain student safety</li></ul>  |   |   |   |
| <p><b>4.5 Uses ICT safely, responsibly and ethically</b></p> <p><i>Development indicator:</i> Identifies and implements effective strategies to promote the responsible and ethical use of ICT</p>   |   |   |   |
| <p><b>Supervising Teacher comments:</b></p>  |   |   |   |

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

| Focus & Evidence  | F | C | A |
|---|---|---|---|
| <p><b>5.1 Assess student learning</b></p> <p><i>Development indicator:</i> Identifies and implements strategies to assess student learning including:</p> <ul style="list-style-type: none"> <li>• informal</li> <li>• formal</li> <li>• diagnostic</li> <li>• formative</li> <li>• summative</li> </ul>  |   |   |   |
| <p><b>5.2 Provide feedback to students on their learning</b></p> <p><i>Developmental indicators:</i></p> <ul style="list-style-type: none"> <li>• Identifies and communicates children's/students' strengths and capabilities</li> <li>• Provides timely, objective feedback to children/students</li> <li>• Provides feedback which clearly describes ways in which children/students can improve</li> </ul> |   |   |   |
| <p><b>5.3 Make consistent and comparable judgements</b></p> <p><i>Developmental indicators:</i> As appropriate to the placement context:</p> <ul style="list-style-type: none"> <li>• Participate in moderation of student work</li> <li>• Reflect upon moderation processes with Supervising Teacher</li> </ul>  |   |   |   |
| <p><b>5.4 Interpret student data</b></p> <p><i>Developmental indicators:</i> Uses assessment data to:</p> <ul style="list-style-type: none"> <li>• Evaluate student learning</li> <li>• Evaluate teaching practices</li> <li>• Modify teaching practices where appropriate</li> </ul>   |   |   |   |
| <p><b>5.5 Report on student achievement</b></p> <p><i>Developmental indicator:</i> Keeps accurate, professional, and reliable records of student achievement and use these to report to students, parents/carers and other stakeholders</p>   |   |   |   |
| <p><b><i>Supervising Teacher comments:</i></b></p><br><br><br><br><br><br><br><br><br><br>  |   |   |   |

## 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 | C | A |
|--|---|---|---|
| <b>6.1 Identify and plan professional learning needs</b><br><br><i>Developmental indicators:</i> In collaboration with the Supervising Teacher: <ul style="list-style-type: none"><li>critically reflect on teaching performance throughout this PE placement and recognise areas needing improvement</li><li>takes positive action to improve student learning (e.g. adjusting teaching practices or attending professional learning opportunities)</li></ul> |   |   |   |
| <b>6.2 Engage in professional learning and improve practice</b><br><br><i>Developmental indicator:</i> Identifies and actively participates in appropriate professional learning opportunities for educators. Note: Professional learning opportunities include, but are not limited to, participation in regular staff meetings at the placement site.  |   |   |   |
| <b>6.3 Engage with colleagues and improve practice</b><br><br><i>Developmental indicator:</i> Actively seeks and critically reflects upon collegial feedback on own practice, and acts on identified areas for improvement   |   |   |   |
| <b>6.4 Apply professional learning and improve student learning</b><br><br><i>Developmental indicator:</i> Critically reflects upon the rationale for continued professional learning and the implications for student learning  |   |   |   |
| <b><i>Supervising Teacher comments:</i></b>  |   |   |   |



## **Professional Engagement**

Demonstrates a developing capacity to develop effective relationships with the school community to enhance learning

### **STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND THE COMMUNITY**

| Focus & Evidence  | F | C | A |
|---|---|---|---|
| <p><b>7.1 Meet professional ethics and responsibilities</b></p> <p><i>Developmental indicator:</i> Holds conversations with supervising teachers 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 code of conduct for the teaching profession and for the specific site</li> <li>• the importance of maintaining a dress code consistent with placement site expectations</li> <li>• the importance of confidentiality</li> <li>• ethical considerations</li> </ul> |   |   |   |
| <p><b>7.2 Comply with legislative, administrative and organisational requirements</b></p> <p><i>Developmental indicator:</i> Holds conversations with Supervising teachers and/or senior staff conducts him/herself in a manner that demonstrates an understanding of:</p> <ul style="list-style-type: none"> <li>• duty of care</li> <li>• mandatory reporting</li> <li>• legislative requirements and organisational policies</li> </ul>  |   |   |   |
| <p><b>7.3 Engage with parents / carers and school community</b></p> <p><i>Developmental indicator:</i> Understands and uses strategies for working effectively, sensitively and confidentially with parents/carers and the school community</p>   |   |   |   |
| <p><b>7.4 Engage with professional teaching networks and broader communities</b></p> <p><i>Developmental indicator:</i> Demonstrates an understanding of the roles of external professionals and community representatives in broadening teachers' in professional knowledge and practice</p>   |   |   |   |
| <p><b><i>Supervising Teacher comments:</i></b></p>  |   |   |   |

## 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.*