**Final Report: EPR100**

**Professional Experience 1 – Teacher as Learner**

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|  **Preservice Teacher:**  | **Student No.:**  | **Unit Code: EPR100** **Year Enrolled: \_\_\_\_\_\_\_\_\_\_\_\_\_****Semester Enrolled: \_\_\_\_\_\_\_\_\_** |
| **Name of School and Address:**  | **Placement days completed:**   | **Date of Report Completion:** |
| **Class/Year Level(s) and Ages:**  | **Curriculum Area of Lesson:** |
| **Mentor Teacher:**  **Email address:**  **Phone number:**   | **Professional Learning Leader or Principal (Where Applicable):** **Email address:**  **Phone number:**  |
| **Placement Start Date:**  | **Placement End Date:** Click here to enter a date |

**Final Report**

This report is completed by the mentor(s) in discussion with the preservice teacher (PST) on completion of the **5-day placement. To return this form:**

1. Preservice teacher uploads it to Learnline unit assignment submission point
2. Preservice teacher emails it to Unit Coordinator and cc’s mentor teacher(s)

**Performance Ratings**

Performance ratings are determined by evidence observed and/or discussed of the PST’s knowledge, skills and practice at the Graduate Level of the Australian Professional Standards for Teachers (APST).

Whilst PSTs should strive to address and meet all APST focus areas, this unit’s academic and placement focus is on those indicated in **bold** below. PSTs need to be at a ‘satisfactory’, or ‘developing satisfactory’ performance level in all **bolded areas** to pass the placement.

**Performance Rating Guide**

* **Satisfactory:** PST has demonstrated clear evidence on several occasions.
* **Developing Satisfactory:** PST has demonstrated incomplete and/or occasional evidence.
* **Limited Opportunities:** PST has not had opportunity to demonstrate evidence. NB if this is a required focus area (bold below), opportunities need to be provided.
* **Unsatisfactory:** PST has not yet demonstrated evidence of the **bolded focus area** descriptor despite mentor feedback, scaffolding and **targeted support**.

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| **Assessment rubric**  |
|   | Detailed evidence  | Satisfactory evidence  | Emerging evidence  | More evidence required  |
| **Lesson planning**  | Lesson plan reflects a detailed discussion with mentor prior to delivery. Activities are sequential and interesting and relevant to age and ability level. Timings are realistic. Assessment of learning links with curriculum outcome.  | Lesson plan reflects a discussion with mentor prior to delivery. Lesson template completed in detail, including description of pupil prior knowledge related to curriculum outcome, learning sequence, timings, and assessment.  | Some detail provided in lesson plan template. Curriculum outcome identified, with links to assessment. Student cohort described in terms of learning goal.  | More detail required on lesson plan template. Curriculum outcomes and assessment are vague and/or unrelated. Student cohort and learning goals described insufficiently.  |
| [ ]  | [ ]  | [ ]  | [ ]  |
| **Reflection** **on first lesson**  | Lesson reflection includes focus on what can be done better or different and describes areas for success and improvement in detail. Lesson adaptions are justified.  | Reflection considers the extent of learners’ achievements. Discussion of lesson identifies areas of teaching success and areas to focus upon for a better result for students  | Discussion of students learning loosely based on assessment evidence. Reflection requires greater clarity, depth and/or breadth in some areas of planning. Few links to appropriate pedagogy are apparent.  | The description of the learning experience is vague. More detailed information is needed to determine student achievement of curriculum outcomes.  |
| [ ]  | [ ]  | [ ]  | [ ]  |
| **Reflection** **on second lesson**  | PST has demonstrated readiness for teaching and is meeting ethical requirements and is attentive to the Australian Professional Standards for Teaching (APST).  | PST is open to learning the requirements for teaching and is beginning to understand the principles around quality teaching practices.  | PST does not have clear ideas around the principles of teaching and requires further opportunity and scaffolding to prepare for the classroom  | Assessment of learning is vague or inappropriate aspirations for teaching is yet to demonstrate a readiness to meet ethical requirements and APSTs.  |
| [ ]  | [ ]  | [ ]  | [ ]  |

**Targeted Support**

If one or more **bolded areas** is rated ‘unsatisfactory’ or ‘limited opportunities’ the CDU **targeted support plan** must be implemented **before the final report is completed** (located here: via the website: <https://www.cdu.edu.au/indigenous-futures-education-arts/inschool-education-placements>

The **Unit Coordinator** can provide support in implementing the targeted support plan or respond to any questions or concerns of the PST or mentor teacher.

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|  **DOMAIN** |  **APST FOCUS AREAS (rate at graduate level)** | **PERFORMANCE RATING** |
| **Select from: *Developing Satisfactorily, Unsatisfactory, Limited Opportunities*** |

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| **Standard 1**  Know students and how they learn  | **1.1**  | **Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.**  | Choose an item. |
| 1.2  | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching  | n/a  |
| 1.3  | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.  | n/a  |
| 1.4  | Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.  | n/a  |
| 1.5  | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.  | n/a  |
| 1.6  | Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.  | n/a  |
| **Standard 2**Know the content and how to teach it  | **2.1**  | **Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.**  | Choose an item. |
| 2.2  | Organise content into an effective learning and teaching sequence.  | n/a |
| 2.3  | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.  | n/a |
| 2.4  | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.  | n/a |
| 2.5  | Know and understand literacy and numeracy teaching strategies and their application in teaching areas.  | n/a |
| 2.6  | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.  | n/a |
| **Standard 3** Plan for and implement effective teaching and learning  | 3.1  | Set learning goals that provide achievable challenges for students of varying abilities and characteristics.  | n/a  |
| **3.2**  | **Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.**  | Choose an item. |
| 3.3  | Include a range of teaching strategies.  | n/a  |
| **3.4**  | **Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.**  | Choose an item. |
| 3.5  | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.  | n/a |
| 3.6  | Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.  | n/a |
| 3.7  | Describe a broad range of strategies for involving parents/carers in the educative process.  | n/a |
| **Standard 4** Create and maintain supportive and safe learning environments  | **4.1**  | **Identify strategies to support inclusive student participation and engagement in classroom activities.**  | Choose an item. |
| 4.2  | Demonstrate the capacity to organise classroom activities and provide clear directions.  | n/a  |
| 4.3  | Demonstrate knowledge of practical approaches to manage challenging behaviour.  | n/a  |
| 4.4  | Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.  | n/a  |
| **4.5**  | **Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.**  | Choose an item. |
| **Standard 5** Assess, provide feedback and report on student learning  | 5.1  | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.  | n/a  |
| **5.2**  | **Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.**  | Choose an item. |
| 5.3  | Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.  | n/a  |
| 5.4  | Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.  | n/a  |
| 5.5  | Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.  | n/a  |
| **Standard 6** Engage in professional learning  | **6.1**  | **Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.**  | Choose an item. |
| 6.2  | Understand the relevant and appropriate sources of professional learning for teachers.  | n/a |
| **6.3**  | **Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.**  | Choose an item. |
| 6.4  | Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.  | n/a |
| **Standard 7**  Engage professionally with colleagues, parents/carers and the community  | **7.1**  | **Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.**  | Choose an item. |
| 7.2  | Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.  | n/a  |
| 7.3  | Understand strategies for working effectively, sensitively and confidentially with parents/carers.  | n/a  |
| 7.4  | Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.  | n/a  |

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|  **Checklist** |
| Final Report completed in consultation with Pre-service teacher |  | Planning and Teaching(Assessment Rubric completed) |  |
| Journal sighted  |  |
| Min. 1 lesson planned, taught &  retaught |  | 5 days of placement completed  |  |
| Targeted Support Plan Implemented (If yes provide dates, initial and completion, in comments) |  |
| **Final Grade** |
| Overall Rating: *If ‘requires more time’ is selected, an updated Targeted Support Plan**should be submitted with this report* | Choose an item. |
| **Mentor Teacher Comments**  **Click or tap here to enter text.** |
| ***Preservice teacher signature:*** | Shape  Description automatically generated with low confidence |
| ***Mentor teacher(s) signature:*** | Shape  Description automatically generated with low confidence |

**Please ensure that both the mentor and pre-service teacher have signed this report.**

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