Final Report

EPE529 Secondary

Professional Experience 1

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| **Preservice Teacher Name:**  Click or tap here to enter text. | **Student No.**  Click or tap here to enter text. | **Year Enrolled in Unit:**  Click or tap here to enter text.  **Semester Enrolled in Unit:**  Click or tap here to enter text. |
| **Name of School and/or Educational Setting**  Click or tap here to enter text.  **Setting**  Choose an item.  **Location: Please select the State/Territory**  Choose an item. | **Placement days completed:** Click or tap here to enter text. | **Date of Report Completion:**  Click here to enter a date |
| **Class/Year Level(s) and Ages:** Click or tap here to enter text. | **For secondary placements Teaching Area(s):**  Click or tap here to enter text. | |
| **Mentor Teacher:** Click or tap here to enter text.  **Email address:** Click or tap here to enter text.  **Phone number:** Click or tap here to enter text. | **Professional Learning Leader (Where Applicable):**  Click or tap here to enter text.  **Email address:** Click or tap here to enter text.  **Phone number:** Click or tap here to enter text. | |
| **Placement Start Date:** Click here to enter a 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 **30-day placement.**

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 the report below. PSTs need to be at a ‘satisfactory’, or ‘developing satisfactory’ performance level in all required 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 the opportunity to demonstrate evidence. *NB if this is a required focus area, opportunities or discussion need to be provided.*
* **Unsatisfactory:** PST has not yet demonstrated evidence of the **focus area** descriptor despite mentor feedback, scaffolding and **targeted support**.

Targeted Support

Pre-service teachers need to be at a ‘Satisfactory’ or at the ‘developing’ performance levels in relevant areas to pass this placement. If one or more focus areas is rated ‘unsatisfactory’ at the interim report stage, the CDU targeted support plan must be implemented. <https://www.cdu.edu.au/arts-society/education/inschool-education-placements/concerns-during-placement> . Professional Experience Supervisors and 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. Please email [inschool@cdu.edu.au](mailto:inschool@cdu.edu.au)

Limited Opportunities

If one or more ‘limited opportunities’ is noted at the Interim Report stage, **developmental learning goals** need to be identified on the final page of the Interim Report. These goals need to identify how the student will be supported to meet the requirements in those areas. If there are limited opportunities in the context to display the required knowledge and skills, the pre-service teacher is expected to identify how they would address these areas if given the opportunity. The unit coordinator can provide support in implementing this.

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| **Assessment rubric** | | | | |
|  | **Detailed evidence** | **Satisfactory evidence** | **Emerging evidence** | **More evidence required** |
| **Reflective practice** | Clearly communicated reflections. Evidence that the pre-service teacher is effectively and accurately applying related professional knowledge to teaching | Pre-service teacher has identified own learning progress and is beginning to apply related professional knowledge about areas of teaching and learning | Some evidence of personal reflective practice. There is scope for greater clarity, depth and/or breadth in some of them. | More information needed to identify relevant professional knowledge about the area or standards addressed |
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| **Teaching Points** | Relevant and through, insightful, accurate and clear with explicit detail throughout. Planning is provided well prior to teaching and format is logical and consistent. | Informative, accurate and clear with appropriate levels of detail throughout. Planning is provided well prior to teaching and format is logical and consistent. | Greater detail in some areas could enhance the overall effectiveness of this planning. Lessons provided with little time available prior to teaching for any adjustments to be made. | More information and detail is required to ensure clarity, relevance and accuracy. Planning **must** be provided prior to teaching in order than adjustments can be made where needed. |
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| **Assessment of learning** | Quality evidence clearly linked to the APSTs. The pre-service teacher clearly understands the process of planning, teaching, and assessment. | Satisfactory evidence in the presentation that the pre-service teacher understands the process of planning, teaching, and assessment. | Some evidence that the pre-service teacher understands the process of planning, teaching and assessment. | More evidence needed to demonstrate that the pre-service teacher had sufficient evidence to support their understanding of this domain |
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| **APST FOCUS AREAS (rate at graduate level)** | | **PERFORMANCE RATING** |
| **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 | Choose an item. |
| 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. | Choose an item. |
| 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. | Choose an item. |
| 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. | Choose an item. |
| 1.6 | Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. | Choose an item. |
| **Comments regarding this standard**  Click or tap here to enter text. | | |
| **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. | Choose an item. |
| 2.3 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | Choose an item. |
| 2.4 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | Choose an item. |
| 2.5 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | Choose an item. |
| 2.6 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | Choose an item. |
| **Comments regarding this standard**  Click or tap here to enter text. | | |
| **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. | Choose an item. |
| 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. | Choose an item. |
| 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. | Choose an item. |
| 3.6 | Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. | Choose an item. |
| 3.7 | Describe a broad range of strategies for involving parents/carers in the educative process. | Choose an item. |
| **Comments regarding this standard**  Click or tap here to enter text. | | |
| **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. | Choose an item. |
| 4.3 | Demonstrate knowledge of practical approaches to manage challenging behaviour. | Choose an item. |
| 4.4 | Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements. | Choose an item. |
| 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. |
| **Comments regarding this standard**  Click or tap here to enter text. | | |
| **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. | Choose an item. |
| 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. | Choose an item. |
| 5.4 | Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | Choose an item. |
| 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. | Choose an item. |
| **Comments regarding this standard**  Click or tap here to enter text. | | |
| **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. | Choose an item. |
| 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. | Choose an item. |
| **Comments regarding this standard**  Click or tap here to enter text. | | |
| **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. | Choose an item. |
| 7.3 | Understand strategies for working effectively, sensitively and confidentially with parents/carers. | Choose an item. |
| 7.4 | Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice. | Choose an item. |
| **Comments regarding this standard**  Click or tap here to enter text. | | |

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| **Checklist** | | | | | | |
| **Interim Report** | **Yes  No** | | **Planning and Teaching**  **(Assessment Rubric completed)** | | **Yes  No** | |
| **30 Days of Placement Completed** | **Yes  No** | | | | | |
| **Min. 3 week full time planning and teaching** | **Yes  No** | | **Targeted Support Plan Implemented** *(If yes provide dates, initial and completion, in comments)* | | **Yes  No** | |
| **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. | | | | | | |
| **Signature Confirmation**  *Please ensure signatures are ‘hand signed’ or an electronic image of the signature is used.* | | | | | |
| ***Preservice teacher signature:*** | | Shape  Description automatically generated with low confidence  By signing this report, you agree to email your reports to your unit coordinator, with your mentor cc’d, and uploading to LearnLine. Ensure the report is uploaded prior to emailing.  Please ensure all parts of this document are completed prior to submission. | | | |
| ***Mentor teacher(s) signature:*** | | Shape  Description automatically generated with low confidence | | | |

**Return this form:**

1: Preservice teacher uploads it to Learnline unit assignment submission point.

2: Preservice teacher emails it to the **unit coordinator** and copies (cc’s) mentor teacher(s).