

FACULTY OF EDUCATION AND ARTS
NATIONAL SCHOOL OF EDUCATION

PROFESSIONAL EXPERIENCE ASSESSMENT (PEA)
REPORT BOOK

EDET101

Effective Teaching 2:
Curriculum, Planning and Pedagogy

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FACULTY OF EDUCATION and ARTS

Bachelor of Education

PROFESSIONAL EXPERIENCE ASSESSMENT: SUMMARY

EDET101 EFFECTIVE TEACHING 2: Curriculum, Planning and Pedagogy (School-based Placement)

PRE-SERVICE TEACHER'S NAME	Gemma Watson	Student No: 500323452
PLACEMENT SCHOOL	Brigidine College St. Ives	
SCHOOL SUPERVISING TEACHER	Brooke Alley	
GRADE LEVEL or SUBJECT AREA	TAS	

PROFESSIONAL EXPERIENCE PLACEMENT DURATION AND DATES
Duration: 15 Days (with a minimum of 10 days in a block)
Dates: 28 th October 2024 - 18 th November 2024

MID-POINT ASSESSMENT	<input checked="" type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory At Risk: In need of intervention and support Submitted (Enter Date): / /
END-POINT ASSESSMENT	<input checked="" type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
Number of Days Completed:	Start Date: 28/10/2024 End date: 18/11/2024	

SIGNATURES

PRE-SERVICE TEACHER	Gemma Watson	Date: 18/11/2024
SCHOOL SUPERVISING TEACHER	B. Alley	Date: 18/11/2024
ACU ACADEMIC REPRESENTATIVE*		Date:

* For example, the Tertiary Supervisor or the Lecture in Charge

INTRODUCTION

This Professional Experience Assessment (PEA) Report is to document a shared understanding of pre-service teacher (PST) progress during the EDET101 - Effective Teaching 2: Curriculum, Planning and Pedagogy placement. The report should be written following a process of professional conversations structured around the three domains of the Australian Professional Standards for Teachers. These conversations will include the PST and the school-based Supervising Teacher (and at times the University Supervisor). The Professional Experience Report **must** be fully completed at two points: the **Mid-point** of the professional experience placement and the **End-point** of the professional experience placement.

The comments entered in this Professional Experience Report may be read by a range of stakeholders interested in the PST's progress. As such, they should be concise, focused, and emphasise learning and development. In making judgements, please refer to the advice given in the EDET101 Guidebook to ensure that evaluative comments are appropriate to the PST's level of development in the course. The comments should also concur with the suggested evidence entered in the tables from page 4. By the end of this Professional Experience placement, the PST will demonstrate a range of professional teaching capabilities at the Australian Professional Standards for Teachers (graduate level) for the focused areas assessed within this placement.

It is important to remember that PSTs should not be compared with experienced teachers but instead with the competency level of a graduate teacher in the Australian Professional Standards for Teachers.

GUIDELINES FOR COMPLETING THIS REPORT

1. **The EDET101 Professional Experience Guidebook** contains detailed advice on all aspects of the professional experience program related to this unit of study, including specific teaching expectations for PSTs and organisational details for this professional experience practicum. Supervising Teachers should refer to the Guidebook before completing this report.

There are two points of formal assessment to be completed in this Report Book: the **mid-point** and the **end-point** of the professional experience placement.

- a) **Mid-Point Assessment Report¹:** The PST's progress should be assessed at the 'Mid-point' of the block period of teaching and the report completed. The mid-point assessment requires completion of two components:

Item 1: Reflective comments, completed by the supervising teacher and the PST on page 4, which identify the PST's strengths and areas for development, and

Item 2: The mid-point **Assessment Scale** (see 'Assessment Instructions' below).

If the progress of the PST is assessed at the 'Mid-Point' as not meeting the required level of professional skills, expertise or competencies, then **the PST may be deemed to be 'At Risk'** and the procedure outlined in the Professional Experience At Risk (PEAR) Process document should be followed. It is very important to identify any PST at risk of unsatisfactory progress as soon as possible and to notify the University Supervisor and Lecturer-in-Charge of this unit. At times this may be evident prior to the formal 'Mid-Point' Assessment. See the PEAR Process Form and Action Plan for complete instructions.

- b) **End-Point Assessment Report²:** The PSTs progress should be assessed at the 'End-Point' of the professional experience placement. The end-point assessment comprised two parts:

- 1) End-point assessment scale (see 'Assessment Instructions' below)

- 2) Reflective comments by the supervising teacher and the PST on the final page of the report.

¹ "Mid-point Assessment Report" may also be known as the Interim Report or the Formative Assessment

² "End-point Assessment Report" may also be known as the Final Report or the Summative Assessment

ASSESSMENT INSTRUCTIONS



The supervising teacher is to determine if the PST has **Not Demonstrated**, is **Working Toward** or has **Demonstrated/Met (is Working At)** the focus areas from the Australian Professional Standards for Teachers (graduate level) being assessed in this placement. The PST's capabilities should be indicated at the midpoint and again at the endpoint of the placement.

To maintain consistency with the Australian Graduate Teaching Standards, the PSTs are to be assessed in each Domain and specifically on each Standard. The particular focus areas from the standards that are **required** for this placement are indicated. **All the "required" standards must be assessed;** if a standard is *not* listed as "required", then it may be completed if the PST has demonstrated a level of achievement, or it may be left blank.

A rating scale (see table below) indicates the levels of achievement. Assessment is made at both the mid-point and end-point of the placement.

- The **Mid-point** assessment is made by **entering a tick** along a continuum.
- The **End-point** assessment is made by **circling one** of three boxes.

For example:

1. Know students and how they learn		*Practices that demonstrate achievement of the standard during the professional experience may include any of ³ (but are not limited to):		
 Required standard	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<ul style="list-style-type: none"> • Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner • Identifies achievable learning goals for students • Demonstrates a developing awareness of differences in students' learning styles and needs • Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching 		
	Mid-point of the placement (enter a tick the continuum)	Not demonstrated.....Working TowardMet (Working At) <div style="text-align: center;">  </div>		
End-point of the placement (circle one)		Not Demonstrated	Working Toward	Demonstrated

**The suggested evidence (in column 2) can guide the supervising teacher's judgement, however other evidence samples may be considered to make the judgement. Supervising Teachers should also note that a single piece of evidence can be used to address multiple descriptors across the standards.*

Reflective and evaluative comments should also be written at the conclusion of each Domain of Reporting in a section that looks like this:

Supervising Teacher's Comments re Assessment of Domain 1: Professional Knowledge
EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:
FOCUS FOR FURTHER DEVELOPMENT:

Overall Assessment of the Professional Experience

In the overall assessment of the Professional Experience, the PST should be assessed as either **Satisfactory** or **Unsatisfactory** as outlined below:

SATISFACTORY: The pre-service teacher has attained 'Demonstrated' or 'Provisionally Demonstrated' in all of the required focus areas specific to this Professional Experience.

UNSATISFACTORY: The PSTs achievement is unsatisfactory as the above requirement has not been met. The PST will therefore FAIL the EDET101 - Effective Teaching 2: Curriculum, Planning and Pedagogy professional experience placement.

Please Note: A final grade of Unsatisfactory is allocated by the School of Education if a PST does not pass the PEAR process or at the discretion of ACU's National School of Education Head of School.

³ The evidence examples provided in this Report Book are suggestions of what a PST should be able demonstrate during a final professional experience, as provided in the NESA, Professional Experience Framework, Document 4 Evidence Guide.

MID-POINT ASSESSMENT REPORT

Supervising Teacher's Reflective Comments on the Mid-Point Assessment

Please articulate observed strengths in professional knowledge, practices and engagement as well as identifying specific and realistic goals in alignment with the Australian Professional Standards for Teachers (graduate level).

Strengths:

Organisational skills and lesson planning is thorough. Good rapport with the students.

Areas for development during the rest of the placement:

Build confidence and voice command when addressing the class.

School Supervising Teacher Signature: B. Elley

Date 6/11/2024

Pre-Service Teacher's Reflective Comments on the Mid-Point Assessment

Aspects of my teaching progress that I believe have been successful: I believe I have gained more knowledge on what to include in a lesson as I have made some lesson plans rather than being provided with them. This has allowed me to implement the teaching strategies I learnt which I feel has been successful.

Aspects of my teaching progress that I believe need to be developed further: I need to develop my what I talk about during lessons when I am stuck on what to say like during discussions where I don't have specific talking points. I also need to develop my classroom presence when instructing students to do work.

After consultation with my Supervising Teacher and the Tertiary Supervisor (if applicable), my goals for the remainder of the Professional Experience are: To develop and present lessons with more informed content from a variety of places as well as giving more direct instruction and classroom voice.

Pre-Service Teacher Signature: Alison

Date 6/11/2024

This report must be submitted – including the mid-point assessment scales – by the Pre-service teacher through InPlace immediately after it is completed, particularly if the PST is being placed 'At Risk'. This report can be used as the basis for Professional Conversations with the Tertiary Supervisor.

This report is an assessment of the pre-service teacher's performance and engagement with the professional experience placement. It has not been written as a reference. This form remains the property of the Australian Catholic University.

TEACHING STANDARDS ASSESSMENT SCALES AND COMMENTS

TO BE COMPLETED AT BOTH THE MID-POINT AND END-POINT OF THE PLACEMENT

The following section provides a place to document evidence and cite examples of the pre-service teacher's achievements and development of knowledge and skills based around the three Domains of the Australian Professional Standards for Teachers. See 'Assessment Instructions' above for more details.

Summary: APST Focus Areas required for this UNIT and the PLACEMENT

Domain:	1: Professional Knowledge		2: Professional Practice			3: Professional Engagement	
Standard:	1. Know the students and how they learn	2. Know the content and how to teach it	3. Plan for and implement effective teaching and learning	4. Create and maintain supportive and safe learning environments	5. Assess, provide feedback and report on student learning	6. Engage in professional learning	7. Engage professionally with colleagues, parents/carers and the community
Focus areas required for the UNIT	1.1 1.2 1.3 1.5	2.1 2.2 2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.4 3.5 3.6	4.1 4.2 4.4 4.5	5.1 5.2 5.5	6.1 6.3	7.1 7.2
Focus areas required for the PLACEMENT	1.1 1.2 1.3 1.5	2.1 2.2 2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.4 3.5 3.6	4.1 4.2 4.4 4.5	5.1 5.2 5.5	6.1 6.3	7.1 7.2

TEACHING STANDARDS

ASSESSMENT SCALES & COMMENTS

TO BE COMPLETED AT BOTH THE MID-POINT AND END-POINT ASSESSMENTS OF THE PLACEMENT

The following section provides a place to document evidence and cite examples of the pre-service teacher's achievements and development of knowledge and skills based around the three Domains of the Australian Professional Standards for Teachers. See 'Assessment Instructions' above for more details.

DOMAIN 1: PROFESSIONAL KNOWLEDGE

STANDARD 1: KNOW THE STUDENTS AND HOW THEY LEARN

1. Know the students and how they learn	Practices that demonstrate achievement of the standard during the professional experience may include any of⁴ (but are not limited to):		
<input checked="" type="checkbox"/> 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. <small>Required</small>	<ul style="list-style-type: none"> Identifies students' specific physical, social and intellectual learning needs Communicates and interacts in ways appropriate to students' development stages Makes modifications to delivery depending on students' physical, social and intellectual development Considers and makes modifications to the learning environment depending on physical, social and intellectual development Uses a variety of resources to account for the learning style and needs of students Plans differentiated work for students (modified and extension) 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working Toward.....Met (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. <small>Required</small>	<ul style="list-style-type: none"> Applies knowledge of current research to inform teaching strategies Applies knowledge of research on how students' skills, interests and prior achievements affect learning 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working Toward.....Met (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 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. <small>Required</small>	<ul style="list-style-type: none"> Uses effective questioning or other techniques to engage students from diverse backgrounds Plans for and respects the diversity of all students within the classroom Uses culturally sensitive resources, language and strategies in teaching practice Presents controversial issues in a sensitive manner Encourages students to express and explore their values and attitudes in a sensitive manner 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working Toward.....Met (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
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.	<ul style="list-style-type: none"> Selects strategies to provide for relevant experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement and significance Integrates culturally sensitive resources, language and strategies in teaching practice 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working Toward.....Met (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated

⁴ The evidence examples provided in this Report Book are suggestions of what a PST should be able demonstrate during an early professional experience, as provided in the NESA, Professional Experience Framework, Document 4 Evidence Guide.

<input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus/curriculum outcomes/objectives and which meet the specific learning needs of students across the full range of abilities Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated
<input checked="" type="checkbox"/> 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<ul style="list-style-type: none"> Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs Develops a sequence of learning experiences that support the learning of all students with a disability Complies with disability legislative requirements Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

2. Know the content and how to teach it	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):
<input checked="" type="checkbox"/> 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<ul style="list-style-type: none"> Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (e.g., differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus/curriculum outcomes/objectives Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus/curriculum documents
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated
<input checked="" type="checkbox"/> 2.2 Organise content into an effective learning and teaching sequence.	<ul style="list-style-type: none"> Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated
<input checked="" type="checkbox"/> 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<ul style="list-style-type: none"> Designs assessments which show clear links to the teaching and learning program and reporting cycle Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated
<input checked="" type="checkbox"/> 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<ul style="list-style-type: none"> Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated

<input checked="" type="checkbox"/> 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. <small>Required</small>	<ul style="list-style-type: none"> Develops lesson plans, observation notes and discussion about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy and/or numeracy achievement Works collaboratively, when given the opportunity, with support teachers, such as EAL/D teachers, to meet students' literacy and/or numeracy needs
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated Working Toward Met (Working At)
End-point of the placement (circle one)	<div>Not Demonstrated</div> <div>Working Toward</div> <div>Demonstrated</div>
<input checked="" type="checkbox"/> 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. <small>Required</small>	<ul style="list-style-type: none"> Develops teaching and learning lesson plans/programs that link to syllabus/curriculum outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (e.g., project-based learning, web-based research, Web2.0 tools, subject/KLA/stage appropriate software)
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated Working Toward Met (Working At)
End-point of the placement (circle one)	<div>Not Demonstrated</div> <div>Working Toward</div> <div>Demonstrated</div>

Supervising Teacher's comments re assessment of DOMAIN 1: PROFESSIONAL KNOWLEDGE	
MID-POINT	END-POINT
EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT: Gemma has used a wide range of ICT to engage the class during theory lessons. Linked the lesson to a recent assessment task to develop a rapport with the class and build positive relationships.	EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT: Gemma continued to develop integrated lessons that engaged the students. The use of ICT structured the lessons and gave explicit instructions.
FOCUS FOR FURTHER DEVELOPMENT: Look to build in literacy and/or numeracy tasks.	FOCUS FOR FURTHER DEVELOPMENT: Could look to build differentiated tasks into her lesson plans.

DOMAIN 2: PROFESSIONAL PRACTICE

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

3. Plan for and implement effective teaching and learning	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):		
<input checked="" type="checkbox"/> 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. <small>Required</small>	<ul style="list-style-type: none"> Prepares/plans appropriate learning goals with respect to syllabus/curriculum documentation and specific learning needs and/or varying abilities Differentiates curriculum in lesson plans Knows when students have or have not attained a learning goal 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. <small>Required</small>	<ul style="list-style-type: none"> Implements lesson plans detailing objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher Utilises the host school's scope and sequences and content overviews to plan appropriate lessons Reflects with their supervising teacher on lesson/unit delivery to enhance student learning Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences Takes into account the supervising teacher's feedback in relation to content and student management to plan future learning 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 3.3 Include a range of teaching strategies. <small>Required</small>	<ul style="list-style-type: none"> Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management Demonstrates the ability to plan and incorporate a range of teaching strategies Includes an extended range of teaching strategies 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. <small>Required</small>	<ul style="list-style-type: none"> Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice Uses a variety of technologies to engage students Uses resources appropriate to student developmental levels and manages resources professionally Accesses and uses curriculum support materials effectively 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. <small>Required</small>	<ul style="list-style-type: none"> Uses effective oral and written communication skills, including the promotion of standard Australian English Effectively uses vocabulary and meta-language to develop conceptual understanding Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding Acknowledges and logically develops student responses in an inclusive manner Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage Demonstrates effective use of non-verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact and varying gestures, for student engagement and management 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated

<div> <input checked="" type="checkbox"/> Required </div> <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p>	<ul style="list-style-type: none"> Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class Inform students by accessing and deconstructing explicit quality criteria for assessment Reflects on lesson to inform future planning and improve pedagogy Demonstrates a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated
<p>3.7 Describe a broad range of strategies for involving parents/carers in the educative process.</p>	<ul style="list-style-type: none"> Encourages parents/carers to visit the classroom and school Interacts professionally and respectfully with parents/carers Connects school learning to the home context Draws on resources within the community to enhance lesson/unit content Promotes established structures in the school to encourage parents/carers to be involved in school or classroom activities Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers Describes strategies for involving parents/carers in the educative process
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

4. Create and maintain supportive and safe learning environments	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):
<div> <input checked="" type="checkbox"/> Required </div> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p>	<ul style="list-style-type: none"> Contributes to an inclusive classroom where all students are acknowledged as individuals Models an enthusiastic and positive attitude towards teaching and learning Demonstrates effective strategies for engaging students
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated
<div> <input checked="" type="checkbox"/> Required </div> <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<ul style="list-style-type: none"> Employs classroom routines consistently to maximise student learning Plans and delivers lessons that are timed and sequenced to meet the needs of the students Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning goals/outcomes
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated
<p>4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.</p>	<ul style="list-style-type: none"> Plans engaging learning activities that motivate and engage students Demonstrates an understanding of situations that trigger challenging behaviour Applies student management techniques that are fair, appropriate and consistent Handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context Demonstrates a range of strategies to refocus students
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated
<div> <input checked="" type="checkbox"/> Required </div> <p>4.4 Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.</p>	<ul style="list-style-type: none"> Discusses and follows specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection Demonstrates the management of student behaviour and safety in accordance with mandatory policies
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated

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.	<ul style="list-style-type: none"> • Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning • Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law • Responds appropriately when there is evidence of unethical student use of ICT
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At) ✓
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated

STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

5. Assess, provide feedback and report on student learning	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):		
<input checked="" type="checkbox"/> 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. <small>Required</small>	<ul style="list-style-type: none"> • Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning • Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At) ✓		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. <small>Required</small>	<ul style="list-style-type: none"> • Builds appropriate reinforcement and feedback into lesson plans • Gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting) 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At) ✓		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<ul style="list-style-type: none"> • Understands the process of moderation and the principle of ensuring consistent teacher judgement • Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities • Collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At) ✓		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> • Bases lesson reflections on the evidence gathered through assessment tasks • Explains how assessment data has been applied to their planning and teaching practice 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At) ✓		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 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. <small>Required</small>	<ul style="list-style-type: none"> • Demonstrates an effective approach to collecting, organising and storing assessment data consistent with school policies and procedures • Employs a variety of methods to record evidence gathered through assessment activities 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At) ✓		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated

Supervising Teacher's Comments re Assessment of DOMAIN 2: PROFESSIONAL PRACTICE
MID-POINT
EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:

Strong lesson planning ~~common~~ modelled and sequence created on an enthusiastic and positive teaching manner, between the lessons. Thorough detail in the lesson plans and organised students learning with enough activities for the lesson periods.

END-POINT
EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:

she engaged the new skills ~~and~~ ^{in the} practical environment.

FOCUS FOR FURTHER DEVELOPMENT:

Could include a differentiated task for HS student.

FOCUS FOR FURTHER DEVELOPMENT:

in a large professional experience create a engage in an assessment process to gain experience.

DOMAIN 3: PROFESSIONAL ENGAGEMENT

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

6. Engage in professional learning	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):		
<input checked="" type="checkbox"/> 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. <small>Required</small>	<ul style="list-style-type: none"> Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards for Teachers at Graduate level Identifies personal learning goals in relation to the standards 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 6.2 Understand the relevant and appropriate sources of professional learning for teachers.	<ul style="list-style-type: none"> Contributes to staff and curriculum meetings where appropriate Participates in professional teams 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<ul style="list-style-type: none"> Receives constructive feedback in a positive and professional manner, and acts upon it promptly Sets realistic short- and long-term goals with their supervising teacher Realistically analyses the extent to which they have achieved their learning goals 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<ul style="list-style-type: none"> Engages innovatively within the limits of their responsibilities and capabilities Demonstrates a commitment to teaching and to continuous improvement of their practice Recognises that teachers are agents of their own professional learning Reflects on own teaching and seeks advice on ways to develop professionally and improve performance 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated

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

7. Engage professionally with colleagues, parents/carers and the community	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):		
<input checked="" type="checkbox"/> 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<ul style="list-style-type: none"> Demonstrates knowledge of the relevant codes of ethics that underpin their educational context Reflects critically on personal and professional practice Communicates effectively and interacts professionally with colleagues 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<ul style="list-style-type: none"> Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care, etc Demonstrates an understanding of evacuation procedures, WHS and the school and system discipline and welfare policies 		
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)		
End-point of the placement (circle one)	Not Demonstrated	Working Toward	Demonstrated

7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<ul style="list-style-type: none"> Establishes respectful collaborative relationships through the use of appropriate language, tone and body language Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and parents/carers Describes strategies for working effectively with parents/carers
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<ul style="list-style-type: none"> Shows willingness to participate with school staff, external professionals and community representatives in a range of activities and programs Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development
Mid-point of the placement (enter a tick on the continuum)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (circle one)	Not Demonstrated Working Toward Demonstrated

Supervising Teacher's Comments re Assessment of DOMAIN 3: PROFESSIONAL ENGAGEMENT	
MID-POINT	END-POINT
EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT: Gemma has participated in the staff briefings and TAS staff meetings throughout the practicum.	EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT: Gemma participated in all TAS and whole staff briefings throughout the professional experience. She maintained respectful and collaborative relationships with all staff.
FOCUS FOR FURTHER DEVELOPMENT: Identify our goals for the practicum.	FOCUS FOR FURTHER DEVELOPMENT:

END-POINT ASSESSMENT REPORT OF THE PROFESSIONAL EXPERIENCE

Based on the information provided in this report, the overall assessment for the pre-service teacher is:

☒ **SATISFACTORY**

The pre-service teacher has attained **MET (Demonstrated)** the focus areas specific to the Professional Experience Placement for the unit EDET101 - Effective Teaching 2: Curriculum, Planning and Pedagogy.

☐ **UNSATISFACTORY**

The above requirements have **not been met** and the pre-service teacher will be deemed not to have passed the Professional Experience.

SCHOOL SUPERVISING TEACHER'S OVERALL COMMENTS

Gemma has been a wonderful addition to the TAS faculty, she has diligently applied herself to teaching lessons and writing lesson plans. Well done Gemma!

School Supervising Teacher B. Riley Date: 18/11/2024

PRE-SERVICE TEACHER'S REFLECTIVE COMMENTS

I think I did a better job than I had expected to do with creating a lesson plan and presenting it to the class. I also believe I developed a good rapport with the students, especially the year 7 classes. I do believe I could have done a better job at making the lessons fit diverse learners however, the classes I taught didn't have any that required differentiation. I also believe I could improve my attention to smaller details in the classroom like safety and engagement.

Pre-Service Teacher G. Mason Date: 18/11/2024

It is the responsibility of the pre-service teacher to upload this report through InPlace IMMEDIATELY (must be within 5 days of completion) after the Professional Experience placement. The Attendance Report must also be uploaded.

This report is an assessment of the pre-service teacher's performance and engagement with the Professional Experience placement. It has not been written as a reference. This form remains the property of the Australian Catholic University.

