

Graduate Certificate in Education (Early Childhood) – EDP703

Graduate:
Total number of days: / 35
Grade/Age: 3 – 5 years
Tertiary Qualified Educator:
School/Child Care Centre:
Principal/Centre Director:

KEY FOR ASSESSMENT

A - *Achieved* and exceeded expected standard **D** - *Developing* towards expected standard
C - *Competently* demonstrated expected standard **F** - *Failed* to demonstrate expected standard

Australian Professional Standards for Teachers: Domains of Teaching

Professional Knowledge

Demonstrates current professional knowledge and skills to be able to plan for and manage 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:
Principal/Centre Director:
Date: / /

Professional Knowledge

Demonstrates current professional knowledge and skills to begin planning for and managing 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 students/children <i>Developmental indicator:</i> The graduate documents reflections on learner's development and characteristics, and discusses implications for learning with the supervising teacher				
1.2 Understands how students/children learn <i>Developmental indicators:</i> - Indicates growing knowledge of the research that informs teaching practice - In collaboration with the supervising educator, begins to express an understanding of this research through planning for individuals, small groups and the whole class(e.g. understanding human development, school policy, Australian Curriculum EC documents)				
1.3 Students/children with diverse linguistic, cultural, religious, and socio economic backgrounds <i>Developmental indicator:</i> In collaboration with supervising educator, begins to provide learning experiences that are responsive to diverse learner's backgrounds				
1.5 Differentiate teaching to meet specific learning needs of students/children across the full range of abilities <i>Developmental indicator:</i> In collaboration with the supervising educator, begins to provide learning experiences that are responsive to a range of learners abilities				
1.6 Strategies to support full participation of students with disabilities <i>Developmental indicators:</i> - Demonstrates a developing understanding of learning theories that inform planning for learners with disabilities - Begins to plan appropriate learning experiences for individual learners with disabilities - Begins to work with relevant support staff in providing appropriate experiences for learners with disabilities				
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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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

Focus & Evidence	F	D	C	A
2.1 Content and teaching strategies of the teaching area <i>Developmental indicators:</i> • Demonstrates appropriate content knowledge • Able to transfer content knowledge into effective teaching practice				
2.2 Content selection and organisation <i>Developmental indicator:</i> In collaboration with the supervising educator, selects and organises content into effective teaching and learning sequences				
2.3 Curriculum, assessment and reporting <i>Developmental indicators:</i> In collaboration with supervising educator, develops one or more learning sequences demonstrating knowledge and understanding of relevant • Curriculum documents • Assessment procedures • Reporting requirements				
2.5 Literacy and numeracy strategies <i>Developmental indicators:</i> In collaboration with the supervising educator and as appropriate to the context • Develops one or more learning sequences demonstrating an understanding of literacy and numeracy curricula • plans learning sequences that demonstrate an understanding of teaching strategies designed to develop learners' literacy and numeracy capabilities				
2.6 Information and Communication Technology (ICT) <i>Developmental indicators:</i> • Develops one or more learning sequences demonstrating an understanding of ICT • Plans learning sequences that demonstrate an understanding of teaching strategies designed to develop learners' ICT skills • Incorporates ICT in teaching across a range of contexts				
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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
3.1 Establish challenging teaching and learning goals <i>Developmental indicator:</i> - In collaboration with supervising educator, establish learning goals that are achievable for individuals, groups and the whole class - Ensure learning goals reflect relevant curriculum documents				
3.2 Plan, structure and sequence learning programs <i>Developmental indicators:</i> In collaboration with the supervising educator plan, implement, and evaluate learning experiences which demonstrate knowledge of learner's learning, and effective teaching strategies				
3.3 Use teaching strategies <i>Developmental indicator:</i> In collaboration with the supervising 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 learners				
3.5 Use effective communication <i>Developmental indicators:</i> - Able to communicate using grammatically correct oral and written language - Employs clear explanations when interacting with learners - 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 indicators:</i> - In collaboration with the supervising educator, develops strategies for involving parents/carers - Demonstrates an ability to communicate with parents/carers in ways that support learner learning				
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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Focus & Evidence	F	D	C	A
4.1 Support learner participation <i>Development indicators:</i> Through discussion with supervising educator, identifies and implements appropriate and effective strategies to support • Learner participation • Learner engagement • Learner wellbeing • Learner				
4.2 Manage learning activities <i>Development indicator:</i> Demonstrates the ability to create and maintain a positive classroom environment that is conducive to learning				
4.3 Manage challenging behaviour <i>Development indicator:</i> Demonstrates the ability to implement the class and/or school policy relevant to the management of challenging learner behaviour				
4.4 Maintain learner safety <i>Development indicators:</i> • Recognises and discusses issues around safety • Develops an awareness of hazards and acts appropriately				
4.5 Uses ICT safely, responsibly and ethically <i>Development indicator:</i> Through discussion with supervising educator, identifies and implements effective strategies to promote the responsible and ethical use of ICT				
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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

Focus & Evidence	F	D	C	A
5.1 Assess learning <i>Development indicator:</i> Through discussion and negotiation with the supervising educator, identifies and implements strategies to assess learner learning				
5.2 Provide feedback to students/children on their learning <i>Developmental indicators:</i> Through discussion and negotiation with supervising educator - Provides timely feedback to learners - Provides feedback which clearly describes ways in which learners can improve				
5.3 Make consistent and comparable judgements <i>Developmental indicators:</i> As appropriate to the placement context - Participate in moderation of learner work - Reflect upon moderation processes with supervising teacher				
5.4 Interpret student data <i>Developmental indicator:</i> Through conversations with supervising 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 educator - 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				
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Professional Engagement

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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 educator - Critically reflects on teaching performance throughout the PE2 placement and recognises areas needing improvement - Takes positive action to improve learning (e.g. adjusting teaching practices or attending professional learning opportunities)				
6.2 Engage in professional learning and improve practice <i>Developmental indicator:</i> Participates in and begins to contribute to professional learning activities and staff meetings				
6.3 Engage with colleagues and improve practice <i>Developmental indicator:</i> Actively seeks and critically reflects upon collegial feedback on own practice, and acts on identified areas for improvement				
6.4 Apply professional learning and improve student learning <i>Developmental indicator:</i> In discussion with supervising educator, critically reflects upon the rationale for continued professional learning and the implications for learning				
<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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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> - 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				

Standard 7 continues next page

7.2 Comply with legislative, administrative and organisational requirements

Developmental indicator: Conducts him/herself in a manner that demonstrates an understanding of duty of care and legal requirements

7.3 Engage with parents/carers

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

7.4 Engage with professional teaching networks and broader communities

Developmental indicator: Demonstrates an understanding of the roles of external professionals

Tertiary Qualified Educator comments:

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Overall comments regarding graduate's performance***Tertiary Qualified Educator comments:***

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Report forms can be completed in digital form, keeping a copy for school files, and providing a copy to the preservice teacher for submission.