**Text

Description automatically generated with low confidence ECF3100 Professional Experience Final Report**

**This document is for reference use only.** You will receive the online final report 3 days prior to the end of placement, this report is to be completed at the end of the supervised placement.

The purpose of this report is to measure the standard that has been achieved by the preservice teacher in relation to the APSTs graduate level relevant for the learning for the year and professional experience course that this Professional Experience placement relates.

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| **USQ programs and courses** | **Number of days** | **Year Level/ Course** |
| **Bachelor of Early Childhood**  **Bachelor of Education Early Childhood** | **15** | **ECF3100 Contemporary Approaches to Infant and Toddler Curriculum and Pedagogy** |

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| **ASSESSMENT SCORES** | **EVIDENCE FOR THE APST DESCRIPTORS** |
| **D** | Developing skills and knowledge |
| **A** | Achieving skills and knowledge |
| **E** | Exceeding skills and knowledge |
| Please use the expectations of skills and knowledge as a criterion to inform decision making | |

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| **Planning effectively - preparation for teaching** | **APST** | **D** | **A** | **E** |
| Demonstrate and seek an understanding of children’s characteristics (familial, cultural, religious, social) through observation, discussion and reflection. | APST 1.1 |  |  |  |
| Demonstrate knowledge of teaching strategies that are responsive to the diverse backgrounds of all children including their family (Example: discuss and identify teaching strategies that have been modelled by the early childhood educator). | APST 1.3 |  |  |  |
| Demonstrate knowledge of strategies that are responsive to all children’s learning and development needs (Example: discuss, identify and record strategies that have been modelled by the early childhood educator e.g. Child A needs to go to bed at 11:30am). | APST 1.5 |  |  |  |
| Organise the content of the learning experiences into a logical sequence. | APST 2.2 |  |  |  |
| Uses curriculum and focused observation to design learning experience. | APST 2.3 |  |  |  |
| Demonstrate a knowledge of literacy and numeracy teaching strategies within play-based learning experiences (Example: identify strategies within learning experience plan e.g. using finger rhymes) | APST 2.5 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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| **Teaching effectively - enactment of teaching** | **APST** | **D** | **A** | **E** |
| Demonstrates knowledge of the role of curriculum in planning a learning experience | APST 2.1 |  |  |  |
| Writes clear learning goals for each planned learning experiences | APST 3.1 | ☐ | ☐ | ☐ |
| Implements teaching strategies to support children’s learning. | APST 3.3 | ☐ | ☐ | ☐ |
| Uses voice, facial expression, gestures, physical movement and visual cues to engage children in learning. | APST 3.5 | ☐ | ☐ | ☐ |
| Developing a knowledge of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising educator. | APST 3.6 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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| **Managing effectively – create safe and supportive learning environments** | **APST** | **D** | **A** | **E** |
| Identify strategies to support inclusive student participation and engagement in classroom activities. | APST 4.1 |  |  |  |
| Demonstrates an ability to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques) | [APST 4.2](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list) |  |  |  |
| Observes and records strategies to manage challenging behaviour | APST 4.3 |  |  |  |
| Identify and work within system, curriculum and legislative requirements that support children’s wellbeing and safety (Example: Sun safety, wearing hats outside) | [APST 4.4](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list) |  |  |  |

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| **Assessing and recording learning** | **APST** | **D** | **A** | **E** |
| Demonstrate an understanding of informal and informal formative (observations) to assess student learning. | APST 5.1 |  |  |  |
| Demonstrate an ability to interpret informal and informal formative (observations) to evaluate student learning (Example: a child was observed being frightened of cellophane paper. Therefore, cellophane will not be used in the next learning experience) | APST 5.4 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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| **Professional Conduct** | **APST** | **D** | **A** | **E** |
| Seeks constructive feedback in a positive and professional manner and acts upon it. | APST 6.3 |  |  |  |
| Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with children. | APST 7.1 |  |  |  |
| Applies and understands centre/system organisational processes and polices to own conduct and practice and understands mandatory reporting requirements. | APST 7.2 |  |  |  |
| Demonstrates a willingness to participate with staff in a range of activities. | APST 7.4 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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**Overall Comment**

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