

SECTION 1 - INFORMATION ABOUT PROFESSIONAL PRAXIS 2

Introduction to Professional Praxis 2

Professional Praxis 2 is the first supervised assessable placement for early childhood pre-service teachers enrolled in CQUniversity’s Master of Teaching (Early Childhood) course.

During this 20 day placement, pre-service teachers gain valuable professional knowledge by engaging actively in aspects of teachers’ professional work. The emphasis on professional learning in this placement is the development and application of skills for planning, teaching, guiding behaviour and reflective practice that characterise quality teaching. During this placement, pre-service teachers plan learning experiences that include checks for learning to monitor student progress, trial a range of teaching strategies and learn to use different approaches to guiding behaviour to enhance student learning.

This booklet provides information for pre-service teachers, supervising teachers, site coordinators and university supervisors about the expected outcomes, structure, activities and assessment against the Australian Professional Standards for Teachers for Professional Praxis 2.

Aims of Professional Praxis 2

Professional Praxis 2 provides the opportunities for pre-service teachers to apply knowledge of planning processes and pedagogies for early childhood settings.

Course maps are reproduced below to show the placement of Professional Praxis 2 in relation to university coursework and provide supervising teachers with information about the prior knowledge that the pre-service teacher brings to classroom contexts at this stage of their development.

Master of Teaching (Early Childhood)

Year 1	CQUniversity Term 1	Literacy: Learning to read	Numeracy Learning	Teaching Science	Professional Praxis 1: Wider Field Experience – 10 day placement with children birth – 35 months
	CQUniversity Term 2	Teaching English	Teaching Mathematics	Responding to Difference: Children, Families and Communities	Professional Praxis 2: Supportive Learning Environments- Kindergarten Placement
	CQUniversity Term 3	Pedagogy in Early Childhood Education and Care Settings	Meaning Making Through the Arts and Technology	Connecting Children to the World through Humanities and Social Science Curriculum	Professional Praxis 3: Enacting Learning and Teaching
Year 2	CQUniversity Term 1	Teacher as Researcher	Leadership in the Contemporary Early Childhood Policy Context	Teaching Health, Wellbeing and Physical Activity	Professional Praxis 4: Transition to Teaching

The main aims of the Professional Praxis 2 placement are to:

- Support pre-service teachers’ understanding and application of strategies for planning learning experiences that align with curriculum intent and “assessment” of students’ achievement in an authentic classroom setting (QCAA, 2018, p. 6). Within the kindergarten setting, assessment is conceptualised as “an ongoing, strengths-based process of gathering, analysing and reflecting on evidence of learning” (QCAA, 2018, p. 6).
- Broaden pre-service teachers’ awareness of strategies that support students’ literacy and numeracy development
- Enhance pre-service teachers’ understanding of the purpose of ongoing monitoring of children’s learning
- Provide opportunities for pre-service teachers to plan for and practise strategies for guiding children’s behaviour and for examining how routines and daily rituals support children
- Enhance pre-service teachers’ capacity for evaluating their classroom practice through a focus on student learning and targeted feedback on their progress and achievement against selected focus areas of the Australian Professional Standards for Teachers.

Expected outcomes of Pre-service Teachers during Professional Praxis 2

Pre-service teachers are assessed against the Australian Professional Standards for Teachers **at a level appropriate for their first kindergarten placement**. At this stage, pre-service teachers are expected to **engage with** selected focus areas of the Standards matched to the tasks and activities they complete in the classroom, rather than demonstrate achievement of the Standards at Graduate Level.

Specifically, by the end of the Professional Praxis 2 placement, the pre-service teacher will be able to:

- Prepare for teaching by planning learning experiences to reflect the intent of the relevant learning framework (for example EYLF, QKLG)
- Plan and implement group times that can demonstrate a logical sequence with a clear introduction, body and conclusion and where appropriate, transition to and from the group time
- Select and use teaching strategies and resources, including ICTs, to enhance children's learning
- Contribute to the development literacy and numeracy capabilities
- Use effective interpersonal skills and strategies to guide children's behaviour that are consistent with approaches in early childhood settings and established classroom rules to create a positive and supportive learning environment
- Develop and enact a vision of intent for building relationships with children in the kindergarten
- In consultation with the supervising teacher, develop an individual plan to guide the behaviour of one child with evidence that this plan aligns with the centre based policy and guidance in policy texts
- Analyse formative assessment information gathered as children engage in learning experience to adjust planning and implementation of learning experiences to meet the learning needs of children in the kindergarten class
- Plan for an create a learning environment that supports children's play
- Respond to feedback about planning and teaching to evaluate practice and identify ways to improve teaching and children's learning
- Reflect on the impact of teaching practice on children's learning and engagement by making explicit links to the selected focus areas of the Australian Professional Standards for Teachers for Professional Praxis 2
- Apply personal literacy and numeracy competence in classroom and professional contexts

Elaboration of the achievement standards and detailed expectations of pre-service teachers during Professional Praxis 2 are outlined in the Supervision and Assessment Section of this booklet. The details provided should be used by supervising teachers as a guide for:

- (a) providing the pre-service teacher with appropriate opportunities for learning how to teach during the placement;
- (b) giving feedback on the pre-service teacher's practice and progress against the expectations set for Professional Praxis 2; and,
- (c) making judgements on the pre-service teacher's overall achievement against the Standards on the Final Summative Report.

Pre-service Teachers' Prior Knowledge Preparation for Professional Praxis 2

Pre-service teachers will be prepared for the block placement through 12 weeks of university tutorials and workshops. These university-based learning activities develop pre-service teachers' understandings of teacher professionalism and skills for completing the required tasks for this placement. Pre-service teachers will have engaged with course materials and activities using aspects of the Australian Professional Standards for Teachers (Graduate Career Stage) as the basis for collection of evidence of practice, reflection and professional goal-setting.

Prior to the placement, pre-service teachers will have completed coursework based on the strategies teachers use to create positive, organised classroom environments that support wellbeing, engagement and learning to build understanding of the impact different approaches to guiding behaviour have on student learning; and, the use of motivation, relationship building and engagement to plan proactively for the safety, support, inclusion and self-regulation of all learners.

Additionally, pre-service teachers should apply knowledge gained from curriculum and pedagogy units they have studied to plan, implement and evaluate learning experiences that incorporate a range of teaching strategies and resources as well as a range of ICTs to improve student outcomes.

To be eligible to complete the placement for Professional Praxis 2, pre-service teachers must meet the following requirements:

- Attend at least 80% of the tutorials and actively engage in the planned professional learning activities
- Receive a Passing Grade on Assessment Task 1 for this unit which is a university-based assessment task aimed at building pre-service teachers' knowledge and understanding of theories and practical strategies for guiding behaviour and creating and maintaining a supportive learning environment.

Duration and Structure of Professional Praxis 2

Pre-service teachers complete a total of 20 days of professional experience in a kindergarten as a four-week block.

The placement involves supervised assessment, coaching and mentoring by a teacher with current registration with the Queensland College of Teachers; or, in the case of placements outside Queensland, a teacher who by way of holding an approved qualification or experience, would be eligible for registration as a teacher in Queensland under the Queensland College of Teachers' arrangements for mutual recognition. Payment is received for all of these days and advice about procedures for claiming payment will be distributed to supervising teachers and site coordinators by staff from the CQUniversity Professional Experience Office at the commencement of the placement.

An orientation/induction session should be conducted by the site coordinator at the school to ensure the pre-service teacher is conversant with all expectations of the site. This session would usually occur in the week preceding the commencement of the placement (where possible); and may include attendance at the school for a whole/part day to meet with the supervising teacher and allocated class for the placement. A guide to suitable orientation/induction activities is provided in the Table of Pre-service Teacher Tasks and Activities on Page 6 of this booklet.

SECTION 2 - GUIDELINES FOR THE SUPERVISION AND ASSESSMENT OF PRE-SERVICE TEACHERS

The support, supervision and assessment of pre-service teachers during Professional Praxis placements centres on five key aspects of teaching practice identified in the Queensland Professional Experience Reporting Framework (the framework). The framework is an integral part of Queensland Partnership Agreements for the conduct of high quality professional experience and provides a common assessment and reporting mechanism for making judgments on pre-service teachers' progress towards, or achievement of, the Australian Professional Standards for Teachers (Graduate Career Stage).

Regardless of the Australian state or territory in which the placement is completed, the five aspects of teaching practice underpinning the performance and assessment of pre-service teachers are:

1. Planning effectively – Preparing for teaching
2. Teaching effectively – Enactment of teaching
3. Managing effectively – Creating safe and supportive classroom environments
4. Assessing and recording learning
5. Professional conduct

The role of the Supervising Teacher

The supervising teacher performs a vital role in the support and assessment of pre-service teachers and in the processes they undertake while learning to teach. Valued features of this role include modelling effective teaching practice and creating opportunities for discussion and reflection on practices that improve student learning to guide the pre-service teacher's professional development.

The following sections of this booklet provide information and guidelines for three key responsibilities of the supervising teacher's role in this placement in relation to mentoring, supervision and assessment. These responsibilities include:

- Providing opportunities that allow the pre-service teacher to demonstrate the specific requirements of the placement
- Observing the pre-service teacher's practice and providing feedback on his / her progress to promote reflection, self-assessment against the Standards and evaluation of the impact of practice on student learning
- Making assessment judgements based on evidence relevant to achievement criteria and the specified focus areas of the Australian Professional Standards for Teachers.

The role of the University Supervisor

The university supervisor plays an important role in providing support to all stakeholders during Professional Praxis placements, particularly where a pre-service teacher may be considered to be "at risk" of not meeting expectations.

A designated university staff member will perform the role of university supervisor to support all participants in the placement. The university supervisor will make contact with supervising teachers to clarify any expectations for the supervision and assessment of pre-service teachers.

In addition, the university supervisor will conduct a site visit to the kindergarten during the placement to meet with pre-service teachers and supervising teachers; provide moderation of assessment; and assist with formative and general feedback on the pre-service teacher's progress. Where distance from a regional university campus makes physical attendance difficult, this support will occur through telephone, email or other suitable mode of contact (Skype, Zoom, etc). In the case of a moderation process conducted by teleconference, videoconference or email, the pre-service teacher will be required to provide the university supervisor with examples of their practice for evaluation prior to the arranged moderation process. Suitable artefacts may include samples of planning, differentiation activities, reflections, records of assessment and samples of students' work along with copies of observation or feedback notes completed by the supervising teacher.

Please note that CQUniversity's Professional Praxis Handbook outlines the roles and responsibilities of **all** key stakeholders involved in placements; and supervising teachers, site coordinators and pre-service teachers are encouraged to refer to this handbook for further details about all aspects of the placement.

Specific Requirements for Professional Praxis 2 – Pre-service Teacher tasks and activities

The tasks completed by pre-service teachers during Professional Praxis 2 include observation, planning and enacting teaching and reflection activities which are organised around the five aspects of teaching practice identified previously.

The table below provides a general guide for the pre-service teacher’s learning progression.

Activities are dependent on context and the pre-service teacher’s readiness for leading whole groups and may be adjusted by the supervising teacher as required. Periods of continuous teaching referred to throughout the table are relevant to the context only and indicate that the pre-service teacher may be provided with the opportunity to teach whole group sessions (where appropriate) or half-days leading to an opportunity to teach whole days, if deemed suitable by the supervising teacher. Over the duration of the placement, the pre-service teacher can take more responsibility for planning for more of the session/day. For example, the pre-service teacher may take more responsibility for planning for outdoor time or for indoor time.

Suggested guidelines for the maintenance and organisation of a **“Working Portfolio”** for recording evidence of the tasks and activities outlined in the table are included as Appendix 3 to this booklet.

Pre-service teachers should follow these guidelines and must create an **up-to-date ongoing record** of engagement in the tasks and activities for the placement and make this portfolio available for viewing by the supervising teacher each day.

Pre-service teacher tasks and activities for Professional Praxis 2		
Professional Experience Day/s	Activities	Evidence (Records to be maintained by the pre-service teacher)
Pre-placement visit/induction* <i>(The timing of induction and orientation to the site are at the discretion of the site coordinator and may be completed prior to the placement or on the first placement day)</i>	<p>Discuss expectations for professional conduct and WHS regulations and procedures at the kindergarten site during professional experience and ensure understanding of and compliance with these expectations.</p> <p>Obtain copies of kindergarten policies and practices related to guiding behaviour of children and discuss the principles underpinning these approaches with the supervising teacher.</p> <p>Discuss the focus for planning and teaching during the beginning of the block with the supervising teacher. At this beginning stage, planning should include the development of at least one small learning sequence (or part of a learning sequence) leading to demonstration of learning with clear links to the relevant learning framework outcomes.</p> <p><i>Where possible, meet the class/s you will be with for the placement.</i></p> <p>Reflect on the image/view of the child evident in the guiding behaviour plan at the kindergarten site.</p>	<p>Copies of relevant policies/procedures and classroom resources</p> <p>Where possible obtain a copy of the guiding behaviour or interaction policy.</p> <p>Annotate the guiding behaviour policy to note how the policy influences your teaching.</p>
Days 1 – 5 (Week 1 of the assessable block)	<p>Observe and record notes on classroom routines and guiding behaviour strategies using the template provided in tutorials and on Moodle.</p> <p>Observe teaching and learning strategies across learning outcome areas. You may observe the use of ICTs to support student learning and discuss your observations with the supervising teacher.</p> <p>You will observe many of the pedagogies outlined in the Early Years Learning Framework (or similar framework). Pay attention to how the teacher enacts the pedagogies outlined in the relevant framework. For example, consider how the teacher supports play via setting up of learning spaces and interactions in the play space.</p> <p>Commencing day two, observe and record observations for <i>two focus children</i> building a portfolio about each child identifying their strengths and interests and needs. When beginning to use documentation, please ensure that you <i>follow protocols used within the kindergarten setting</i>. (You need to ensure that you have permission to photograph and document the two focus children). The choice of focus children will be made in consultation with the teacher – you may select one child from each group in a 5-day fortnight kindergarten program, in negotiation with the teacher. Consider how your emerging understandings about the children impact on planning decisions to support their learning and on-task behaviour during their time at kindergarten. This is an ongoing task; therefore, you will continue to collect information about the focus children during your placement</p> <p>Begin to collect evidence of children’s learning including documentation for two learning stories that align with the Early Years Learning Framework (or similar).</p> <p>Commence planning for an environmental plan for a learning space in the centre and submit to the teacher by day 10. Ideas or inspiration may come from a range of sources including conversations with the children that highlight their interests, images you collect from books, etc.</p> <p>Begin to construct a vision of intent consistent with the centre philosophy based on conversations with the teacher that outlines how you will build relationships with children. Enact strategies that build relationships with young children.</p> <p>Begin to develop a behaviour plan for one child – the plan must align with the NQS, centre policy/philosophy. Where needed, adjust your plan based on feedback from the teacher. This note is to trigger your thinking about collecting information to inform the construction of your behaviour plan.</p>	<p>Observation notes on classroom rules and routines using template provided.</p> <p>One written observation of the structure and use of teaching strategies (including use of ICTs where relevant) for each day throughout the week.</p> <p>One observation for each focus child is recorded for each day</p> <p>Add the data to your portfolio.</p> <p>Collated resources that support the development of the environmental plan for a learning space.</p> <p>Begin drafting your vision of intent</p> <p>Through observations of your focus child, identify strategies that the teacher uses to guide this child’s behaviour. Record behaviour triggers also.</p>

	<p>Collect resources to build a resource folder of strategies with a particular focus on guiding behavior, use of ICTs, the use of appropriate pedagogies (play, listening etc) and the development of literacy and numeracy. You may collect resources such as favourite books to read with children, songs, dismissals, strategies used by the teacher to support the development of early literacy/numeracy, images of spaces developed within the kindergarten etc.</p> <p>Reflect on your understanding of the ways in which the pedagogies outlined in the Early Years Learning Framework (DEEWR, 2009) and/ or strategies for engaging and motivating learners support student learning and on-task behaviour in the lessons/learning experiences you have observed by writing a short reflection on your observations and experiences for each day from Day 1 – 5. Develop brief notes from your discussions with the teacher and continue this practice throughout your placement.</p> <p>Plan and teach at least one learning experience per day under the direction of the supervising teacher. Plans for the learning experience may be for individuals, small groups or the whole groups. You must provide detail in the plan that shows – how you will engage the children, how you will support the learning, the talk (questions, conceptual language and so on) that you will use, the resources that you will access and how you will monitor learning. Given the importance of the environment (as the third teacher) include details about the environment.</p> <p>Analyse information about the learning that occurred as a result of your planning and teaching and reflect on improvements to teaching practice that could enhance student learning.</p> <p>Use information from planning and teaching to identify the learning that has occurred and reflect on possible modifications for follow-up lessons that will improve teaching practice and student learning.</p>	<p>Collate the resources you are beginning to collect.</p> <p>One reflection per day (dated and labelled to indicate the specific focus of reflection)</p> <p>Copies of all planning with reflection and evaluation section of the template completed after teaching</p>
<p>Days 6 – 10 (Week 2 of the assessable block)</p>	<p>Observe teaching practice and student learning as above ensuring that observations cover a range of learning experiences that support children’s learning including literacy and numeracy development.</p> <p>Plan and teach learning activities to support the learning of small groups and, where appropriate, whole groups under the direction of the supervising teacher. You will need to use the pedagogies outlined in the Early Years Learning Framework (or the relevant state framework) and others such as the pedagogy of listening and provocation. Planning should include links to the relevant learning framework, articulation of learning goals, a clear and logical plan and a strategy for monitoring student learning. Also important is consideration for how you will support and guide the behavior of the children. This needs to be recorded in your planning.</p> <p>Continue to collect evidence of children’s learning including documentation for two learning stories that align with the Early Years Learning Framework (or similar). It is helpful to view learning stories created by the supervising teacher. In addition to learning stories presented on paper, you may find that the centre uses online systems to share learning stories with families (for example, Story Park). Where possible view resources such as Story Park</p> <p>Continue to construct a vision of intent that outlines how you will <i>build relationships with the young children in the setting</i>. It needs to be consistent with the centre philosophy and the principles outlined in the Early Years Learning Framework (DEEWR, 2009) or similar. Enact strategies that support the building of relationships with children</p>	<p>One lesson observation per day (dependent on the amount of teaching undertaken by the pre-service teacher).</p> <p>Lesson plan and notes. Formats may vary but must include sufficient detail to show the sequence of the experience and explicit links to the EYLF, the QKLG, or the framework used within the kindergarten setting. At least one learning experience plan per day with evaluation completed and adjustments made to follow up learning experiences to support children’s learning</p> <p>Notes recorded</p> <p>Detailed vision of intent using suggested format on the course website.</p>

	<p>Continue to develop the behaviour plan for one child – _the plan must align with the NQS, centre policy/philosophy. Where needed, adjust your plan based on feedback from the teacher.</p> <p>Analyse information about the learning that occurred as a result of your planning and teaching and reflect on improvements to teaching practice that could enhance student learning.</p> <p>Write a short reflection for each day that shows your developing understanding of the characteristics of learners that affect engagement, participation and achievement of learning outcomes and strategies that you have found to be effective for teaching, learning and assessing student. learning and creating supportive, safe and inclusive learning environments.</p> <p>Collect resources to build a resource folder of strategies with a particular focus on guiding behavior, use of ICTs, the use of appropriate pedagogies (play, place etc) and the development of literacy and numeracy. You may collect resources such as songs, dismissals, strategies used by the teacher to support the development of early literacy/numeracy, images of spaces developed within the kindergarten etc.</p> <p>Drawing on children’s interest, design (with children) an investigation/project to explore. You need to frame a question to guide the investigation and begin to build a concept map. For example, you may notice that children are interested in how balls roll or a bird that arrived in the kindergarten garden or the plot of a story or using clay or the way the little brown ants crawl up and down the wall. The project may be designed with and for a small group of interested children. This project needs to be discussed with the supervising teacher. Examples will be available on Moodle.</p>	<p>Notes and emerging draft of plan for the child</p> <p>Annotations to plans.</p> <p>One reflection per day (as above).</p> <p>Collated resources that support the development of the environmental plan for a learning space.</p> <p>Articulate the observations that highlighted children’s interest</p>
<p>Days 11 – 20 (Week 3 and 4 of the assessable block)</p>	<p>Continue observations and discussions about teaching practice as above. Observations will reduce as teaching responsibilities increase.</p> <p>As a general guide, you will engage in the curriculum decision-making process: _</p> <ol style="list-style-type: none"> 1. build a concept map (1) related to an interest you have identified with the children. 2. record detailed daily planning for small group times and intentional teaching with a focus on literacy and numeracy development (linking to the relevant learning outcomes). 3. build to managing half days and one full day. 4. evaluations on implementation of your plans. <p>Plan and teach at least one learning experience/lessons daily leading to 2 whole lessons/experiences per day and leading finally to teaching and managing whole sessions towards the end of week four. Planning needs to show links to the Early Years Learning Framework (or similar). Specific consideration for guiding children’s behavior needs to be recorded in your planning.</p>	<p>As above</p> <p>Details of observations and considerations that lead to the development of the concept map. (You need to make clear links between what you have observed/noticed and the interest you have planned for.)</p> <p>Copy of concept map and details of plans for small groups and transitions. Daily plan format used to plan for half days and one full day.</p> <p>Evaluations of implementation recorded.</p> <p>At least one completed learning experience plan per day with evaluation completed and adjustments made to follow up learning experiences to support student learning – _so record how you will build on the learning experience tomorrow; e.g. will you add</p>

	<p>Implement the environmental plan for a learning space in the centre. Observe and record children’s engagement with the space, making links to the EYLF or similar.</p> <p>Set up a small provocation space that considers beauty and aesthetics in the way in which it is organised. Continue to monitor how the children engage with the provocation space and build on the space as you follow children’s interests.</p> <p>Enact the behaviour plan for one child – _the plan must align with the NQS, centre policy/philosophy. Where needed, adjust your plan based on feedback from the teacher.</p> <p>Write a short reflection each day with a focus on strategies for promoting the engagement and learning of all students in the class group. The reflection should include a response to the supervising teacher’s observations and feedback and identify ways to improve practice and professional learning for the remainder of the placement.</p> <p>Reflect on progress towards meeting the expectations of Professional Practice 2 using the guide to making judgements (See Appendix 2) and the supervising teachers’ feedback and write a short reflection each day that includes goals for improving practice and professional learning. Reflections should make explicit links to the Australian Professional Standards for Teachers that are the focus for assessment on the PP2 Final Summative Report.</p>	<p>more/different resources, will you read a story that links to the children’s interest, will you plan to use particular conceptual language as you interact with the children, etc?</p> <p>Record observations of the children using the space and your reflections on what is happening. You may include photographs, snippets of conversation etc.</p> <p>Detailed plan using suggested formats on Moodle. Record observations of children using the space and your reflections on what is happening. What questions were the children wondering about? This may be observable via how they use the materials, etc.</p> <p>Observations and reflections on the success of the plan noted.</p> <p>One reflection for each professional experience day</p> <p>Copies of all planning (including daily planning) with reflection and evaluation section of the template completed after teaching. Copies of student work samples, anecdotal observations used for formative assessment purposes and daily reflection.</p>
--	---	---

Assessment of Preservice Teacher's Classroom Practice – A Guide to using the Assessment Tools

Assessment of pre-service teachers during Professional Praxis 2 involves three key processes that are part of the Supervising teacher's responsibilities throughout the placement.

These processes are:

1. Completion of the attendance record including working portfolio checks
2. Completion of an Interim Report mid-way throughout the placement (approximately Day 10)
3. Completion of the Final Summative Report at the end of the placement (Day 20).

The following section provides a guide to these assessment processes for supervising teachers.

1. Attendance Record and Working Portfolio Check

The supervising teacher and pre-service teacher should date and sign the attendance record each placement day. This record makes provision for checking planning, observation and reflection tasks in the pre-service teacher's working portfolio and acknowledging that the records of these tasks are up-to-date and completed professionally. Supervising teachers should sight the records produced on a daily basis and mark the record-keeping as satisfactory or unsatisfactory. A working portfolio that is not maintained and up-to-date may be used to place the pre-service teacher at risk of failing the placement.

2. Interim Report

The Interim Report identifies the focus areas of the Australian Professional Standards for Teachers that pre-service teachers will **engage with** during the Professional Praxis 2 placement. The Standards are grouped according to the five key aspects of planning, teaching, managing, assessing and recording learning and professional conduct that are the focus of professional learning and assessment in this placement. The Interim Report uses the same indicators as the Final Summative Report and is used as a feedback mechanism to provide the pre-service teacher with a clear indication of their progress and areas in need of improvement throughout the remainder of the placement.

The criteria for assessment of the standards **at the level expected for this first in-school placement** are outlined in Appendix 2. The criteria act as a Guide to Making Judgements on the pre-service teacher's progress at the mid-way point and again at the end of the block placement for the purposes of completing the Final Summative Report.

Supervising teachers should complete the Interim Report at the end of the second week (approximately Day 10 of the placement).

The Interim Report should be used as the basis for a discussion with the pre-service teacher about his/her progress at this stage of the placement and to identify strategies to improve or enhance teaching practice with respect to the Guide to Making Judgements and expectations for Professional Praxis 2.

In response to the supervising teacher's feedback on the Interim Report, the pre-service teacher should reflect on his/her progress and work with the supervising teacher to improve and enhance teaching practice and professional learning for the remainder of the placement.

3. Final Summative Report

The Final Summative Report (See Appendix 1) is completed at the end of the placement and records the pre-service teacher's achievement on the continuum for each indicator as well as personal literacy and numeracy competence based on the checklist that forms part of this Summative Report.

The Final Summative Report includes indicators of the knowledge, practice and engagement expected of the pre-service teacher during this placement. Each of the focus areas of the Professional Standards has been contextualised based on the requirements of this first placement as an introduction to teaching.

If a pre-service teacher receives a rating of **Below Expected Level (B)** for any Standard descriptor on the Final Summative Report, the overall result for the placement will be **Unsatisfactory**.

It is possible for a pre-service teacher to receive an Overall Result of Satisfactory for Professional Praxis 2 if a limited number of standard descriptors are rated as Developing towards expected level (D) on the Final Summative Report as the overall result for the placement should be an **on-balance judgement** of the pre-service teacher's progress across all of the Standards. Overall assessment is decided on the basis of the pre-service teacher demonstrating knowledge, skills or values and attitudes that capture the meaning and application of the Standards as described in the Guide to Making Judgements (See Appendix 2).

Personal Competence in Literacy and Numeracy Checklist

NOTE: Additionally, the pre-service teacher must receive a satisfactory on **all** criteria on the Personal Competence in Literacy and Numeracy Checklist to receive a satisfactory grade overall for the placement.

The following indicators should be used when completing the Personal Competence in Literacy and Numeracy Checklist:

Satisfactory - Generally meeting the expected level of progress for achieving this criterion. Practice provides evidence of the achievement of the required level of proficiency at an acceptable level.

Unsatisfactory - Insufficient progress towards meeting the descriptor within this criterion with a definite requirement for remediation. Practice fails to provide evidence of the achievement of the required level of proficiency at an acceptable level.

Identifying “At-risk” pre-service teachers

A pre-service teacher is identified as being “at-risk” of failing the placement when he or she is not demonstrating adequate progress towards meeting the expected outcomes or criteria for Professional Praxis 2.

Supervising teachers use observations of practice, daily feedback and the descriptors and sources of evidence outlined in the Guide for Making Judgements (Appendix 2) as mechanisms for identifying pre-service teachers who are “at-risk”.

A rating of **Unsatisfactory** for the working portfolio on any placement day should be reported to the site coordinator and the university supervisor. An incomplete working portfolio (planning, evaluations, reflection or observations incomplete or not up-to-date) indicates a lack of professional commitment by the pre-service teacher and may be used to initiate the “at-risk” process. See guidelines for organising and maintaining an ongoing record of engagement with the tasks and activities for the placement in **Appendix 3: Guidelines for the Working Portfolio**.

In the event that a pre-service teacher is judged to be performing “Below the expected standard” for any descriptor on the Interim Report, the supervising teacher should contact the relevant University Supervisor to initiate a formal “at-risk” process and develop a support plan for the pre-service teacher.

Please see the CQUniversity Professional Praxis Handbook for a detailed outline of the “at-risk” process and a copy of the “at-risk” form which includes a section for documenting the proposed support plan.

SECTION 3: ASSESSMENT AND REPORTING FORMS

The Assessment and Reporting Forms should be completed throughout the professional experience placement and sighted and signed by the pre-service teacher.

The Attendance Record and Working Portfolio Check will be presented to the supervising teacher each day for signing and stored in the pre-service teacher's working portfolio.

A copy of the Interim Report should be provided to the pre-service teacher to initiate a discussion on his/her progress and to support reflection on practice related to the Standards at the level of development described in the Guide to Making Judgements for Professional Praxis 2. In addition, the pre-service teacher should email a copy of the Interim Report to his/her allocated university supervisor as part of a progress check at the mid-way point in the placement.

Supervising teachers should refer to the **Appendix 2: Guide to Making Judgements** while completing the Assessment and Reporting Forms.

Process for the Final Summative Report

The summative report for Professional Praxis 2 is completed electronically. The following steps outline the process for completing this report:

1. Supervising teachers will receive an email from the Professional Experience Office (WIL-EduArts@cqu.edu.au) at the beginning of the final week of the placement with the link to the electronic report embedded in the email. After completing the report and clicking the button called "Supervising teacher sign & submit", the report will automatically be digitally signed and dated and sent via email to the pre-service teacher.
2. The pre-service teacher will check the report and click an acknowledgement that he/she has read the report. By clicking the button on the report labelled "Pre-service teacher sign & submit", the report will be digitally signed with the pre-service teacher's name and dated and sent to the university supervisor via email for their signature and final checking.
3. The university supervisor will receive an email that contains a link to the completed report for the pre-service teacher supervised during Professional Praxis 2. The email will have the name "**Action Required: Placement Final Report**" in the subject line and will ask them to identify if the pre-service teacher has completed the placement to a satisfactory standard by clicking "**Yes**" or "**No**" in the allocated section at the end of the report to confirm the overall result. After reviewing the report and acknowledging the overall result, the university supervisor will click on the "**CQUniversity Supervisor sign & submit**" button which will add a digital signature and date and send the final report directly to the university record keeping system in the SONIA database.

Any queries regarding assessment and reporting should be directed to the university supervisor who will contact the supervising teacher and/or site coordinator at the commencement of the placement to provide relevant contact details.

University support staff can also be contacted by email to the CQUniversity Professional Experience Office at WIL-EduArts@cqu.edu.au

Appendix 1: Sample Reporting Forms

NB: This appendix includes example only copies of the assessment forms required for this placement.

Writeable PDF forms are available and are emailed to schools upon confirmation of the placement.

Additional copies are able to be downloaded by the pre-service teacher from the Moodle site for this unit.

Professional Praxis 2 Kindergarten: Daily Attendance Record and Working Portfolio Check

Student ID:	Pre-service Teacher:
Learning Site:	
Supervising Teacher:	Year Level/Teaching Area:

Placement Day	Placement Day	Date	Working Portfolio Evidence Satisfactory/Unsatisfactory*	Supervising Teacher (Initials)
Week 1 of Continuous Block	Day 1		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 2		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 3		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 4		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 5		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Week 2 of Continuous Block	Day 6		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 7		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 8		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 9		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 10		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Week 3 of Continuous Block	Day 11		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 12		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 13		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 14		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 15		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	

Week 4 of Continuous Block	Day 16		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 17		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 18		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 19		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 20		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	

*NB If the working portfolio day is rated 'Unsatisfactory' for any placement day, please notify the Site Coordinator and contact the relevant University Supervisor allocated to the pre-service teacher.
 In the event of more than one rating of 'Unsatisfactory' for the Working Portfolio, the 'at risk' process as outlined in the Professional Praxis Handbook should be initiated.

Professional Praxis 2 - Final Summative Report

The formatting of the electronic version of the report may have slight variances

An email will be forwarded to the Supervising Teacher by the CQUniversity Professional Experience Office at the beginning of the final week of the assessable block with the link to the electronic report embedded in the email

Instructions:

This report is based on the Pre-service Teacher's **engagement** with the Australian Professional Standards for Teachers. In this placement, Pre-service Teachers are developing their practice **towards** meeting the Standards at Graduate Level.

Not all focus areas of the Standards are assessed in this placement as this is only the first of three placements for the Pre-service Teacher.

To complete this report:

- Refer to the [Professional Praxis 2: Guide to Making Judgements](#) on Pre-service Teachers' performance and sources of evidence
- Select the relevant rating for each standard descriptor from the drop-down boxes
- Assessment should be consistent with the ratings and feedback for all Assessable Days (including feedback observations) to complete this report
- Submit one collaborative report per Pre-service Teacher only. If the Pre-service Teacher has had more than one Supervising Teacher, space to record the relevant names is provided in the 'Sign & Submit' section of the report.

This report should be submitted no later than one week after the conclusion of the 'Assessable Days' of the placement.

Student Details:

Student ID:	Student Name:	Student Email:
-------------	---------------	----------------

Placement Details:

Learning Site:	
Supervising Teacher:	Year Level/Teaching Area:

Section 1: Planning Effectively

<p>APST 1.1 Physical, social and intellectual development and characteristics of students Shows understanding of the relevance of responding to students' characteristics and developmental stages to improve learning through profiling, descriptive anecdotal observations and planned lesson modifications for group or individual learning needs.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 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. Records detailed observations of teaching practice and daily reflections that incorporate professional and theoretical knowledge about how students learn.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 2.2 Content selection and organisation Organises learning experiences that scaffolds learning and promotes the development within learning areas.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. Uses content drawn from relevant curriculum documents to develop learning experiences and to monitor children's learning</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 2.5 Literacy and numeracy strategies Uses teaching strategies that draw on observations of teaching practice and pedagogical knowledge to support the development of children's literacy and numeracy.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 3.1 Establish challenging learning goals Sets learning goals for individuals and groups based on curriculum framework and student profiling information.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level</p>

	(B) Below expected level Not able to be demonstrated/assessed in this context
APST3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. Plans lessons that incorporate intentional teaching and a range of pedagogical strategies to develop children's understanding of concepts and skills in a learning area.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context

Planning Effectively - Comments:

Artefacts that may be used to support this judgement include (please indicate):
<input type="checkbox"/> Profiling of children based on observations of practice and data from a range of sources
<input type="checkbox"/> Planning that is inclusive of a range of learner needs, abilities and strengths
<input type="checkbox"/> Planning that shows an awareness of the use of curriculum frameworks
<input type="checkbox"/> Planning that uses a range of pedagogical strategies, engagement approaches and scaffolding
<input type="checkbox"/> Pre-service teacher devised resources
<input type="checkbox"/> Pre-service teacher daily reflections
<input type="checkbox"/> Other Artefacts (please specify)

Section 2: Teaching Effectively

APST 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. Implements learning experiences that show knowledge and understanding of the learning framework.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. Plans for the use of digital resources and tools to explain concepts and engage students in the learning.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 3.3 Include a range of teaching strategies. Trials the use of a range of teaching strategies including intentional learning, play, modelling, language rich, demonstration or joint construction to promote student understanding, engagement and higher order thinking.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. Applies knowledge of students' strengths, needs and interests to select ICTs and other resources that engage students in learning.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 3.5 Use effective classroom communication Uses questioning to promote children's understanding and learning and engages in language rich interactions with children.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 3.6 Evaluate and improve teaching programs Evaluates planned learning experiences to identify effective strategies and propose changes that improve learning.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
APST 6.3 Engage with colleagues and improve practice Responds to daily feedback to identify areas of improvement during the placement.	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context

Teaching Effectively - Comments:

Artefacts that may be used to support this judgement include (please indicate):
<input type="checkbox"/> Planning is inclusive of appropriate content knowledge, pedagogical strategies and resources
<input type="checkbox"/> Learner feedback on lesson delivery
<input type="checkbox"/> Supervising teacher observation notes post-lesson delivery
<input type="checkbox"/> Pre-service teacher annotated learning experience plans showing adaptations and modifications
<input type="checkbox"/> Pre-service teacher reflections on planning
<input type="checkbox"/> Pre-service teacher daily reflections
<input type="checkbox"/> Other artefacts (please specify)

Section 3: Managing Effectively

<p>APST 4.1 Support student participation Records observations of strategies that teachers use to engage students and foster productive and inclusive learning environments.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 4.2 Manage classroom activities Reinforces established classroom rules and routines to create an organised and supportive learning environment and manage transitions.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 4.3 Manage challenging behaviour Designs and uses a plan for guiding and supporting the behaviour of children that is underpinned by a commitment to the dignity and rights of children.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>

Managing Effectively – Comments:

Artefacts that may be used to support this judgement include (please indicate):
<input type="checkbox"/> Pre-service teacher observations of teaching practice
<input type="checkbox"/> Supervising teacher observation notes post-lesson delivery
<input type="checkbox"/> Pre-service teacher annotated learning experience plans showing guiding behaviour strategies
<input type="checkbox"/> Pre-service teacher learning experience reflections
<input type="checkbox"/> Pre-service teacher daily reflections
<input type="checkbox"/> Other artefacts (please specify)

Section 4: Assessing and Recording Learning

<p>APST 5.1 Assess student learning Plans for the use of formative assessment strategies in teaching sequences to monitor student learning.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 5.2 Provide feedback to students on their learning Uses assessment information to provide feedback to students and make judgements on their progress towards demonstrating outcomes for a planned learning sequence.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 5.4 Interpret student data Uses and interprets student assessment data to evaluate student learning and uses this to modify teaching practice where appropriate.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>

Assessing and Recording Learning – Comments:

Artefacts that may be used to support this judgement include (please indicate):
<input type="checkbox"/> Pre-service teacher devised assessment strategies
<input type="checkbox"/> Feedback to learners to support their learning (verbal)
<input type="checkbox"/> Supervising teacher observation notes post-learning experience delivery
<input type="checkbox"/> Pre-service teacher annotated learning experience plans showing assessment strategies

<input type="checkbox"/> Pre-service teacher reflections
<input type="checkbox"/> Pre-service teacher daily reflections
<input type="checkbox"/> Other artefacts (please specify)

Section 5: Professional Conduct

<p>APST 4.4 Maintain student safety Applies strategies that support students' safety and wellbeing and incorporates the underpinning values of the kindergarten and relevant policy texts.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 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. Selects and uses digital information, resources and tools that show consideration of cyber safety (where appropriate).</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 7.1 Meet professional ethics and responsibilities Applies the key principles of professional conduct for teachers in preparation, record-keeping and interactions with students.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. Applies kindergarten processes and policies to own conduct and practice.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>

Professional Conduct – Comments:

Artefacts that may be used to support this judgement include (please indicate):
<input type="checkbox"/> Annotated kindergarten policy documents
<input type="checkbox"/> Documentation of participation in kindergarten activities (staff meetings)
<input type="checkbox"/> Pre-service teacher daily reflections
<input type="checkbox"/> Other artefacts (please specify)

Personal Competence in Literacy and Numeracy Checklist

Use this checklist to rate the Pre-service Teacher's personal literacy and numeracy competence in all aspects of their professional role (including maintenance of records in the working portfolio) as either 'Satisfactory' or 'Unsatisfactory'.

The indicators used in this checklist correspond with the Australian Core Skills Framework as important for the contemporary workplace.

The Pre-service Teacher must receive a 'Satisfactory' on all Personal Competence in Literacy and Numeracy criteria to receive a satisfactory grade overall.

Personal Competence in Literacy and Numeracy Criteria	Satisfactory / Unsatisfactory
Demonstrates reading competence by interpreting and applying information in policy documents, professional practice materials and other resources.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Uses appropriate sentence structure, spelling, grammar and punctuation to model effective written communication for the class.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Demonstrates professional writing skills by conveying meaning in daily reflections and planning.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Uses spoken language effectively to give clear instructions and explain lesson content.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Selects and uses appropriate spoken communication skills to interact with staff, children and members of the kindergarten community.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Identifies and understands information presented in mathematical form in activities and texts.	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Selects and uses mathematical problem solving strategies as appropriate	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Overall Personal Literacy and Numeracy Result: (Personal Literacy and Numeracy Competence as evidenced in all aspects of practice)	<input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory

OVERALL RESULT: Professional Praxis 2 – Learning, Teaching and Planning

- The overall result of the report must be consistent with the ratings for each standard descriptor in Sections 1-5 of this report
- An overall result of 'Unsatisfactory' on this report should be preceded by an 'At Risk' process which was carried out in conjunction with the CQUniversity Supervisor.

20 Day Professional Praxis 2 Placement Completed on: (Enter completion date)	
--	--

OVERALL RESULT Professional Praxis 2 – Learning, Teaching and Planning	<input type="radio"/> SATISFACTORY - (E) Exceeding expected level <input type="radio"/> SATISFACTORY - (A) At expected level <input type="radio"/> UNSATISFACTORY - (D) Developing towards expected level <input type="radio"/> UNSATISFACTORY - (B) Below expected level
--	--

Supervising Teacher Sign and Submit

- Record the names of all Supervising Teachers in the boxes below (where applicable)
- Click on '**Save Draft**' to save information entered on the form and return to edit/submit at a later time
- Click on '**Supervising Teacher Sign & Submit**' to digitally sign and submit the form.

Only one Supervising Teacher is required to click on the 'Supervising Teacher Sign & Submit' button

You will not be able to edit any the form after submitting. To make any changes please email edupo@cqu.edu.au and request the form to be unlocked.

Supervising Teacher #1 Name:	
------------------------------	--

Supervising Teacher #2 Name (if applicable):	
--	--

Supervising Teacher #3 Name (if applicable):	
--	--

Supervising Teacher Sign & Submit

Appendix 2: Guide to Making Judgements

This Guide to Making Judgements should be used to inform feedback on the pre-service teacher’s progress and achievement and the completion of the Interim Report and the Final Summative Report.

The Guide consists of two parts:

- Concise descriptions of the expected standard of performance of first term pre-service teachers in five key areas of classroom practice i.e. **“At expected level (A)”** on the Final Summative Report form.
- Identification of possible sources of evidence to inform assessment judgements in each of the five areas. (This list is not intended as a checklist and serves only to provide examples of possible sources of evidence of the pre-service teacher’s practice. Supervising teachers may use other artefacts or sources of evidence to support assessment decisions.)

Assessment ratings on the Final Summative Report are outlined below.

Assessment Ratings	
Exceeding expected level (E) for PP2	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that exceeds the criteria and descriptor on the Guide to Making Judgements for “At Expectations” for a pre-service teacher’s second placement
At expected level (A) for PP2	Consistent evidence of knowledge, practice and engagement from Classroom observations and Sources of Evidence that demonstrates the criteria on the Guide to Making Judgements for “At expectations” for a pre-service teacher’s second placement
Developing towards expected level (D) for PP2	Awareness of knowledge, practice and engagement outlined on the Guide to Making Judgements for “At expectations” for a pre-service teacher’s second placement but inconsistent demonstration of evidence from Classroom observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements
Below expected level (B) for PP2	Little or no evidence of knowledge, practice and engagement or awareness from Classroom Observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements for “At expectations” for a pre-service teacher’s second placement

The Queensland College of Teachers has produced a companion document to further support supervising teachers in making evidence-based, consistent decisions and providing constructive feedback about the preservice teacher’s demonstration of the *Australian Professional Standards for Teachers* (Graduate Career Stage).

To support making professional judgements against the professional standards, supervising teachers are encouraged to access the guide created by the Queensland College of Teachers: **“Assessing the Australian Professional Standards for Teachers: Graduate career stage: Evidence guide for teachers supervising professional experience placements in Queensland schools**. This document can be downloaded from the following link:

https://cdn.qct.edu.au/pdf/Evidence_Guide_for_Supervising_Teachers_QCT_2015.pdf?_ga=2.261998286.2100645080.1625573157-1657927100.1600211529

Professional Praxis 2 Guide to Making Judgements		
Section 1: Planning Effectively – preparing for teaching		
<p>Standard Descriptor: At expected level (A)</p> <p>The pre-service teacher develops whole class and small group lesson plans and learning sequences that align with the knowledge, understanding and skills of curriculum learning areas for the chosen year level.</p> <p>Lesson plans have a clear introduction, body and conclusion and include detail of teaching and assessment strategies that support instruction.</p> <p>The pre-service teacher prepares for teaching by identifying achievable learning goals for students and organising lesson content into a logical sequence that scaffolds the development of core concepts.</p> <p>With support from the supervising teacher, the pre-service teacher’s planning shows a developing understanding of alignment between curriculum, learning and assessment and of teaching strategies that support students in meeting the literacy and numeracy demands of classroom tasks.</p> <p>The pre-service teacher’s planning shows some awareness of the need to differentiate teaching strategies based on student diversity and differences in the learning styles and needs of student groups within the class.</p> <p>Possible Sources of evidence</p>		
Artefacts	Observation	Discussion and reflection
<p>Lesson/learning experience plans and/or learning sequences designed or modified by the pre-service teacher that include links to the relevant curriculum (EYLF) and a range of pedagogical practices that scaffold students’ learning.</p> <p>Concept map/s developed that build on an interest of child/ren</p> <p>Where possible, the building of a small project/investigation that follows an interest of child/ren.</p> <p>Planning or records of assessment strategies and students’ progress that show awareness of student learning outcomes and that identify modifications required to support the learning and participation of all students.</p> <p>Written evaluations by the pre-service teacher of lessons/planned learning experiences in response to own reflection or feedback from the supervising teacher.</p> <p>Meeting notes showing evidence of collaborative planning or evaluation.</p>	<p>Not applicable</p>	<p>Pre-service teacher contributions to planning checks by the supervising teacher and/or discussions about planning decisions and the use of strategies to support the learning of all students in the class.</p>

Environmental plan for a space. Plan for a provocation space that considers beauty and aesthetics.		
---	--	--

Section 2: Teaching Effectively – enactment of teaching		
<p>Standard Descriptor: At expected level (A)</p> <p>The pre-service teacher selects and trials the use pedagogical practices that are suitable for the learning context and align with the practices articulated in the relevant learning framework. The pre-service teacher incorporates a range of communication strategies and resources into teaching practice to develop learning experiences and uses ICTs or digital resources in ways that enhance student learning and engagement. The pre-service teacher incorporates questioning techniques and feedback into learning experiences to correct misconceptions and monitor students’ understanding and reflects on students’ progress to evaluate the effectiveness of the teaching strategies used and achievement of the learning goals. The pre-service teacher shows a developing understanding of the purpose of evaluation for identifying the need for reteaching of concepts and skills or modifications to teaching practice.</p> <p>Possible sources of evidence</p>		
Artefacts	Observation	Discussion and reflection
<p>Planning outlines pedagogical practices and resources</p> <p>Planning includes adjustments or modifications based on an analysis of student learning and evaluation of teaching practice.</p> <p>Written reflections about the appropriateness of, strategies, resources or activities for the class group.</p> <p>Resources that have been customised to suit the learning needs of individuals or small groups.</p> <p>Evidence of student learning; e.g. work samples, photographs or recordings, etc.</p>	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <p>Links made to students’ prior knowledge and skills</p> <p>Use of appropriate pedagogy;</p> <p>Timing and pacing of delivery</p> <p>Where appropriate, intentional teaching of literacy or numeracy (this might be considered prior to the implementation or occur <i>insitu</i>)</p> <p>Use of digital resources or ICTs to support student learning</p> <p>Questioning and feedback to support all students’ learning</p>	<p>Discussion following feedback on observation focus showing the pre-service teacher’s ability to reflect on practice and explain the impact of their teaching on student learning and/or the evidence that supports these reflections</p>

Section 3: Managing Effectively – creating safe and supportive classroom environments

Standard Descriptor: At expected level (A)

The pre-service teacher plans for and reflects on strategies for guiding behaviour and maintaining an organised classroom environment based on information in centre policies and established classroom rules and routines.

The pre-service teacher shows an understanding of strategies that foster productive and inclusive learning environments in written observations of teaching practice and planning and through positive and respectful interactions with students in the class.

The pre-service teacher refers to established classroom rules to guide behaviour and shows a developing capacity for creating supportive learning environments by setting learning expectations, organising classroom activities, giving clear instructions and redirecting students to their learning in his/her classroom practice. The preservice teacher builds relationships with children to support the creation of a safe and supportive classroom environment.

Possible sources of evidence

Artefacts	Observation	Discussion and reflection
<p>Notes or observation template recording established rules/expectations and routines.</p> <p>Annotated notes on centre/kindergarten policy in relation to guiding children’s behaviour.</p> <p>Plans for gaining and maintaining student attention and managing transitions, preparation and distribution of resources within the classroom</p> <p>Planning that includes strategies for guiding behaviour.</p> <p>Written reflections about the effectiveness of guiding behaviour strategies</p> <p>Vision of intent for building relationships with children.</p> <p>Behaviour plan for one child.</p>	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <p>Opportunities provided for the participation of all students</p> <p>Use of essential skills to engage and maintain students’ attention</p> <p>Consistent use of established classroom rules/routines/expectations</p> <p>Organisation and appropriate timing of scheduled activities in whole sessions and half or full days</p>	<p>Discussion with the supervising teacher or pre-service teacher reflections that shows knowledge and understanding of practical strategies for guiding student behaviour, motivation and engagement in learning activities</p>

Section 4: Assessing and Recording Learning		
<p>Standard Descriptor: At expected level (A)</p> <p>The pre-service teacher plans for monitoring student learning as they engage in learning experiences</p> <p>The pre-service teacher provides feedback to students about their learning progress in relation their planning for monitoring student learning.</p> <p>In consultation with the supervising teacher, the pre-service teacher is able to interpret formative assessment information gathered throughout the lesson sequence (for example, students’ work samples, responses to questioning and other relevant forms of evidence of learning) and shows a developing understanding of how to use this data to make adjustments to teaching practice or the content of planned experiences to support student learning.</p> <p>Possible sources of evidence</p>		
Artefacts	Observation	Discussion and reflection
<p>Examples of planning that shows assessment strategies</p> <p>Documentation for the two focus children</p> <p>Planning that responds to observations of and interactions with children</p> <p>Learning story</p>	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <p>Strategies used to monitor student progress throughout the learning experiences</p> <p>Use of feedback related to the planning for student learning</p> <p>Use of planned questions to check for understanding</p>	<p>Discussion related to the supervising teacher’s feedback on classroom observations and the pre-service teacher’s understanding of the appropriateness of evidence they have collected about student learning and how it can be used to adjust teaching practice in follow-up lessons</p>

Section 5: Professional Conduct		
<p>Standard Descriptor: At expected level (A)</p> <p>The pre-service teacher shows an understanding of the purpose of accurate record keeping in relation to student attendance and planning and demonstrates an awareness of system, curriculum and legislative requirements for supporting student safety and wellbeing in written reflections and discussions with supervising teachers.</p> <p>Where relevant, planning shows consideration of strategies for the safe, responsible and ethical use of ICTs to support teaching and learning processes.</p> <p>The pre-service teacher demonstrates professionalism in the timely preparation of planning and behaves respectfully and ethically in all interactions with students, colleagues and the use of information at the placement site.</p> <p>Possible sources of evidence</p>		
Artefacts	Observation	Discussion and reflection
<p>Where relevant, planning will include strategies for the safe, responsible and ethical use of ICTs</p> <p>Observation notes and written reflections that show awareness of policies and practical strategies for managing student behaviour, safety and welfare</p> <p>Maintenance of up-to-date planning and assessment records of student learning</p>	<p>Supervising teacher observation of:</p> <p>Pre-service teacher’s punctuality, personal presentation and preparedness for teaching</p> <p>Use of safe classroom practices for managing transitions, movement in and outside of the classroom and handling of learning resources</p> <p>Use of respectful language and tone of communication with all members of the kindergarten community</p>	<p>Discussions with the supervising teacher about the pre-service teacher’s involvement in the kindergarten community can include reflection on ethical and professional responsibilities of teachers</p>

Appendix 3: Guidelines for the Working Portfolio

The purpose of a Working Portfolio is to validate, with evidence, the pre-service teacher's performance and demonstration of the tasks relevant to the particular Professional Praxis unit. It is a working document that includes sources of evidence of the pre-service teacher's practice throughout the placement and includes preparation, planning, observations, assessment data, classroom observations and teaching evaluations, reflections and evidence of the impact of the pre-service teacher's practice on student learning.

All preparation and planning for a day must be shown to the supervising teacher at a regular and agreed time (usually at the beginning of the teaching day). **All observations, reflections, evaluations and follow up tasks must be written up and made available to the supervising teacher for perusal on the following placement day.** An incomplete Working Portfolio may initiate the "at-risk" process outlined earlier in this booklet.

Pre-service teachers must be able to produce their working portfolio for the university supervisor, site coordinator or supervising teacher at any time throughout the placement or on its conclusion. If a pre-service teacher chooses to compile the working portfolio in electronic format, it must be able to be produced at all times throughout the placement. **Claims that planning, reflections or any working documents are stored on a computer "at home" will not be acceptable evidence of the maintenance of an up-to-date working portfolio and may result in an Unsatisfactory rating for that day.**

Guidelines for organising the Working Portfolio are outlined below. These are suggested guidelines only and pre-service teachers may prefer alternative methods for creating an organised portfolio; however, the organisation method should ensure that all materials can be located and produced easily and efficiently.

Section 1: Professional Practice notes/School or Learning Site Policy Documents

- A copy of the relevant Information and Guidelines booklet
- Kindergarten policy documents (e.g. Guiding Behaviour)
- Overview of daily routines and expectations for children

Section 2: Teaching Preparation/Planning

- All planning and subsequent evaluation
- All daily planning formats used to guide effective practice during periods of continuous teaching
- All mid-term or long-term planning (e.g. unit plans, term overviews) where appropriate
- Formative assessment tools and record-keeping formats
- Documentation of children's learning.

Section 3: Observations of teaching practice

- All observations of teaching strategies and procedures as outlined in the "Pre-service Teacher Tasks and Activities" section of this booklet

Section 4: Resources

- Letters to parents, staff memos/notices as appropriate
- Samples of teacher planning
- Examples of useful curriculum support resources
- Ideas for teaching particular aspects of the curriculum
- Samples of assessment or record keeping formats used by the supervising teacher

Section 5: Daily Reflections

- Evaluation of the pre-service teacher's daily teaching and planning
- Reflection on aspects of teachers' professional work as outlined in the "Pre-service Teacher Tasks and Activities" section of this booklet.

Section 6: Observations of learners: Student/Class Profiles or relevant Documentation for Early Years learners

- Anecdotal observations and checklists or other data-gathering tools and information as appropriate
- Work samples and other documentation

Master of Teaching Professional Praxis Evaluation

Supervising Teacher	
Learning Site	
Pre-service Teacher	

Supervising Teacher: Please complete this evaluation form. Your feedback is important to us, and we draw on it to revise and modify the requirements and expectations for placements in schools and educational settings.

Please indicate the extent to which you agree or disagree with the following:

	Strongly Agree	Agree	Disagree
<ul style="list-style-type: none"> • Expectations for the pre-service teacher’s engagement in the placement are explicit and allow for growth and development. 			
<ul style="list-style-type: none"> • The knowledge, skills and experience that the pre-service teacher had acquired prior to the placement were clearly communicated and allowed for professional goal setting. 			
<ul style="list-style-type: none"> • Pre-service teachers are well prepared for the placement and present with the skills required to complete the placement tasks. 			
<ul style="list-style-type: none"> • The tasks and activities designed for this placement supported pre-service teachers to demonstrate and collect evidence of planning, teaching, assessing and reflecting at a level commensurate with their level of engagement with the Australian Professional Standards for Teachers. 			
<ul style="list-style-type: none"> • Assessment materials for this placement explicitly outline the Professional Standards to be assessed and included tools for providing feedback and making judgements on the pre-service teacher’s performance. 			
<ul style="list-style-type: none"> • The University Supervisor clarified expectations and provided support for the supervising teacher, and pre-service teacher for the successful conduct of the placement. 			

Comments:

Thank you for completing this form.

Please return it to:

CQUniversity Professional Experience Office
 College of Education
WIL-EduArts@cqu.edu.au