

## BACHELOR OF EDUCATION (Early Childhood)

### Professional Practice 2 (Early Childhood) Kindergarten EDFE11039

### Information and Guidelines for the Supervision and Assessment of Pre-service Teachers

Forms	Completed by	When	Sighted/Signed
Interim Report	Supervising Teacher	End of Week 2 of the block placement	Supervising Teacher and Pre-service Teacher to sign
Final Summative Report	Supervising Teacher	End of the block placement	Supervising Teacher, Pre-service Teacher and University Supervisor to sign and submit the electronic final summative report.

<b>Pre-service Teacher</b>	
<b>Learning Site</b>	
<b>Supervising Teacher/s</b>	
<b>Site Coordinator</b>	

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## Section 1 – Information about Professional Practice 2 (EDFE11039)

### Introduction to Professional Practice 2

Professional Practice 2 (EDFE11039) is one of five units that include practical teaching placements completed by pre-service teachers at CQUniversity. Pre-service teachers undertaking this placement are in the second year of study (or equivalent) of an undergraduate Bachelor of Education course in Early Childhood Education. Professional Practice 2 is their second placement and is completed in a kindergarten classroom with children aged 3 years 6 months – 4 years 6 months (approximately). In Queensland this is the year prior to the preparatory year of schooling. Kindergarten teachers use the Early Years Learning Framework; the Queensland Kindergarten Learning Guideline; Building Waterfalls; or, the relevant state framework to guide their pedagogical decision making.

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 Practice 2.

### Aims of Professional Practice 2

Professional Practice 2 extends on pre-service teachers' previous classroom experience from Professional Practice 1 and their knowledge of the content and teaching strategies of curriculum learning areas gained through university coursework.

The Course Map below shows the placement and focus of Professional Practice 2 in relation to the pre-service teachers' overall course of study and provides supervising teachers with information about the prior knowledge that second year pre-service teachers bring to professional experience contexts at this stage of their development.

Term 1				Term 2				Term 3
Dev't & Learning through Life	Multi-literacies (meaning making in EC years)	Health & Physical Education	Education as a Profession	Communication in educational settings	Diversity & Inclusion	Curriculum Foundations (Influences on curric dev't & learning)	Professional Practice 1 (Intro to Teaching)	Indigenous Studies & Learning  Early Childhood Pedagogies
Lit & Num for Teachers	Biological & Earth/ Space Science	The Arts and Learning in the Early Years	Design & Digital Technologies	English – Language strand & writing	Maths & Proficiency strands	History Curriculum & Pedagogy	Professional Practice 2 – (Kindergarten)	
English – Teaching Reading	Assessment & Reporting	The Arts		Teaching Health and Sustainability in the Early Years	Policy and Research in Early Childhood	Maths curriculum	Chemical & Physical Sciences	Professional Practice 3 Differentiation
Geography	Leadership, Advocacy and Management in Early Childhood	Teaching English Language Learners		The Ethical Professional	Professional Practice 4 (Engaged teaching & learning)	Professional Practice Specialisation PLUS Teaching in Catholic School Communities (Cath Ed only)		

Professional Practice courses
  Curriculum, content & pedagogy courses

Consistent with the course structure illustrated above, the main aims of the Professional Practice 2 placement are to:

- Broaden pre-service teachers' awareness of pedagogical strategies (outlined in the Early Years Learning Framework) that support children's learning in a kindergarten setting
- Enhance pre-service teachers' understanding of the purpose of assessment in supporting and monitoring children's learning

- Support second year pre-service teachers' understanding and application of strategies for planning learning experiences and assessing learning in an authentic kindergarten setting
- Provide opportunities for pre-service teachers to plan for and enact strategies for guiding student behaviour and developing a behaviour plan for an individual child
- Provide opportunities for pre-service teachers to plan and implement an environmental plan for a learning space in the kindergarten and a small provocation space that considers beauty and aesthetics
- Provide opportunities for pre-service teachers to contribute to planning for and enacting strategies that build relationships with young children
- Enhance pre-service teachers' capacity for evaluating their classroom practice against selected focus areas of the Australian Professional Standards for Teachers.

### Expected Outcomes of Second Year Pre-service Teachers during Professional Practice 2

Pre-service teachers are assessed against the Australian Professional Standards for Teachers **at a level appropriate for a second year 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.

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

- Prepare for teaching by organising learning experiences to reflect the intent of the Early Years Learning Framework
- Select and use pedagogical practices and resources, including ICTs, to enhance student learning
- 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
- Develop an individual behaviour plan for one child in the kindergarten
- Analyse formative assessment information gathered from teaching activities to adjust future planning and enactment of learning experiences to meet the learning needs of children in the kindergarten class
- 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 Practice 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 Practice 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 Practice 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 and Preparation for Professional Practice 2

Pre-service teachers are prepared for the placement through 12 weeks of university tutorials and workshops. These university-based learning activities develop pre-service teachers' knowledge of a range of approaches to classroom management/guiding young children's behaviour including essential skills for preventing, supporting and correcting off-task behaviour in whole class contexts. They will have applied this knowledge to scenarios and case studies to embed proactive approaches to classroom management/guiding young children's behaviour into lessons and daily planning formats.

Second year pre-service teachers undertaking this professional experience placement will be building a basic understanding of the content and organisation of the Australian Curriculum for English, Mathematics, Science and History in the strands illustrated in the Course Map on Page 1 of this booklet. Because the Bachelor of Education (Early Childhood) prepares graduates to teach children aged birth to 12 years of age, the course also includes a primary specialisation in English and Mathematics. As part of a Primary Specialisation, graduates are expected to demonstrate expert content knowledge, pedagogical content knowledge and effective classroom practice in these learning areas. Second year pre-service teachers will work towards this goal by undertaking professional learning that enhances their content and pedagogical content knowledge in English and Mathematics throughout the university term and will benefit from observing and trialling teaching strategies for early literacy and numeracy development throughout this placement. In addition, pre-service teachers will be able to link lesson goals to curriculum content in these learning areas (or equivalent in the kindergarten context) with some support from the supervising teacher. In addition to the curriculum knowledge outlined above, early childhood students will be familiar with the principles and pedagogies endorsed in the Early Years Learning Framework (DEEWR, 2009). Moreover, early childhood students will be familiar with practices that guide the behaviour of young children (Porter, 2016) and practices that align with principles underpinning the Early Years Learning Framework (DEEWR, 2009).

To be eligible to complete the block placement for Professional Practice 2, pre-service teachers must receive a passing grade on a university-based assessment task in this unit. This assessment task assesses pre-service teachers' knowledge of supportive practices that guide behaviour and the application of this knowledge to the effective planning and organisation of whole class lessons, transitions between lessons and classroom routines within an early childhood context.

## Duration and Structure of Professional Practice 2

Pre-service teachers complete a total of 25 days of professional experience in a kindergarten according to the schedule shown in Table 1 below.

Site Induction*	Completed prior to the commencement of the placement or on Single Day Visit 1	Meeting with the Site Coordinator and Supervising Teacher WHS procedures and regulations for the site
5 single day visits	Completed on a one day per week basis from the week commencing August 15	Single days: Familiarisation with the site and routines
20 day placement	4 week block in School Term 4	Days 1-20: Assessable placement days (See Table 2)

\*Pre-service teachers are encouraged to visit the kindergarten setting prior to the commencement of the placement to complete induction requirements and meet their supervising teachers and the children if possible.

The five single days provide opportunities for pre-service teachers to become familiar with the site and routines prior to the commencement of formal assessable days. Teaching tasks may be undertaken during this time but the focus is primarily on observation, reflection and building relationships with the children.

The four-week block comprises 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 assessable days and procedures for returning pay claims to the CQUniversity Professional Experience Office can be found on the separate Payment Information Sheet supplied with these materials.

## Section 2 – Supervision and Assessment of Pre-service Teachers

The support, supervision and assessment of pre-service teachers during Professional Practice 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' 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 during Professional Practice 2 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 preservice teacher's practice and providing feedback on her/his 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 Practice placements, particularly where a pre-service teacher may be considered to be "at risk" of not meeting expectations.

A designated member of university academic staff will perform the role of university supervisor on each CQUniversity campus. He/she will make contact with supervising teachers to clarify any expectations for the supervision and assessment of pre-service teachers at the commencement of the assessable block.

The university supervisor will conduct a site visit to the kindergarten setting during the assessable block 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 or online contact.

Please note that CQUniversity’s Professional Practice 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 policy related to the conduct of placements.

### Specific Requirements of Professional Practice 2 – Pre-service Teacher Tasks and Activities

The tasks completed by pre-service teachers during Professional Practice 2 include observation, teaching and reflection activities which are organised around the five aspects of teaching practice identified above. Table 2 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 teaching whole class lessons and periods of continuous teaching and may be adjusted by the supervising teacher as required. Suggested guidelines for the maintenance and organisation of a “**Working Portfolio**” for recording evidence of the tasks and activities outlined in Table 2 are included as Appendix 3 to this booklet. Pre-service teachers should follow these guidelines to 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.

<b>Table 2: Pre-service teacher tasks and activities for Professional Practice 2</b>	
<b>Activities</b>	<b>Evidence (Records to be maintained by the pre-service teacher)</b>
<b>Pre-placement visit and Single Day Visits 1-5</b>	
<b>Induction:</b> Obtain copies of kindergarten and classroom policies and practices related to guiding behaviour and <b>discuss</b> the principles underpinning these approaches with the supervising teacher.	Copies of relevant policies (guiding behaviour or interaction policy) and classroom resources. Annotate the guiding behaviour policy to note how the policy influences your teaching
<b>Discuss</b> expectations for professional conduct and WHS regulations and procedures at the kindergarten setting during your professional experience and ensure understanding of and compliance with these expectations for the duration of PP2.	Record notes. You may collect a copy of the relevant WHS regulations.
<b>Observe</b> and <b>record</b> notes on classroom routines and behaviour management strategies/guiding behaviour using the template provided in tutorials and on Moodle.	Observation notes on classroom rules and routines using template provided.
<b>Observe</b> teaching and learning strategies. You may observe the use of ICTs to support student learning and discuss your observations with the supervising teacher. 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.	One written observation of the structure and use of teaching strategies (including use of ICTs where relevant) for each day visit
<b>Teaching:</b> Supervise small group or whole class routine activities/learning experiences where the focus is developing early literacy or numeracy as directed by the supervising teacher. This focus is evident across the outcomes of the Early Years Learning Framework. Spend time talking and interacting with the children.	Records of interactions with children



<p><b>Commencing day two, observe and record</b> 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>One observation for each focus child is recorded for each day.</p>
<p><b>Begin to collect evidence</b> of children’s learning including documentation for two learning stories that align with the Early Years Learning Framework (or similar).</p>	<p>Add the data to your portfolio.</p>
<p><b>Week 1 of the Block Placement</b></p>	
<p><b>Commence planning for an environmental plan</b> 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>Collated resources that support the development of the environmental plan for a learning space.</p>
<p><b>Continue observation and teaching activities</b> as outlined above. Include a focus on pedagogies that respond to children’s interests and the strategies teachers use to embed learning opportunities into transitions and conversations with young children.</p>	<p>Copies of all planning for intentional teaching and observations.</p>
<p><b>Begin to construct a vision of intent</b> 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 drafting your vision of intent</p>
<p><b>Begin to develop</b> 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>Through observations of your focus child, identify strategies that the teacher uses to guide this child’s behaviour. Record behaviour triggers also.</p>
<p><b>Collect resources</b> 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>Collate the resources you are beginning to collect.</p>
<p><b>Add to documentation</b> of the learning of your two focus children.</p>	<p>Notes recorded in portfolio.</p>
<p><b>Reflect</b> 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. <b>Develop brief notes</b> from your discussions with the teacher and continue this practice throughout your placement.</p>	<p>One reflection per day (dated and labelled to indicate the specific focus of reflection)</p>
<p><b>Week 2 of the Block Placement</b></p>	
<p><b>Observe</b> 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>One lesson observation per day (dependent on the amount of teaching undertaken by the pre-service teacher).</p>

<p><b>Plan and teach</b> learning activities to support the learning of small 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.</p>	<p>One planned lesson (or part of a lesson) for each day</p>
<p><b>Plan and teach</b> at least one whole class lesson per day with plans written up in detail on the lesson plan template or a format that is used within the kindergarten. A whole group lesson might include a group time (story time, music or movement time, group meeting to plan with the children etc). You are required to record details about how you plan to approach the lesson/intentional teaching. You will need to show links to the Early Years Learning Framework (or similar). You will annotate these plans to show how they were modified in situ.</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.</p>
<p><b>Continue to collect evidence</b> 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, Storypark).</p>	<p>Notes recorded</p>
<p><b>Continue to construct a vision of intent</b> 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>Detailed vision of intent using suggested format on the course website.</p>
<p><b>Continue to develop the behaviour plan</b> 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>Notes and emerging draft of plan for the child</p>
<p><b>Analyse information</b> 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>Annotations to plans.</p>
<p><b>Write a short reflection</b> 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>One reflection per day (as above).</p>
<p><b>Collect resources</b> 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>Collated resources that support the development of the environmental plan for a learning space.</p>
<p><b>Week 3 and Week 4 of the Block Placement</b></p>	
<p><b>Continue observation</b> as above with a focus on a range of learning areas.</p>	
<p>Engage in the curriculum decision-making process –</p> <ol style="list-style-type: none"> <li>1. build a concept map (1) related to an interest you have identified with the children.</li> <li>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).</li> <li>3. build to managing half days and one full day.</li> <li>4. evaluations on implementation of your plans.</li> </ol>	<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>

	Evaluations of implementation recorded.
<b>Plan and teach</b> at least one whole lesson 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 considerations for guiding children’s behaviour need to be recorded in your planning.	At least one completed lesson 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 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?
<b>Implement the environmental plan</b> for a learning space in the centre. Observe and record children’s engagement with the space, making links to the EYLF or similar.	Record observations of the children using the space and your reflections on what is happening. You may include photographs, snippets of conversation etc.
<b>Set up a small provocation space</b> that considers beauty and aesthetics in the way in which it is organised. Continue to monitor how the children engage with the provocation space.	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.
<b>Enact the behaviour plan</b> for one child – the plan must align with the NQS, centre policy/philosophy. Where needed, adjust your plan based on feedback from the teacher.	Observations and reflections on the success of the plan noted.
<b>Write a short reflection</b> 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.	One reflection for each professional experience day
<b>Reflect</b> on progress towards meeting the expectations of Professional Practice 2 using the guide to making judgements (See Appendix 2) and the supervising teacher’s feedback and <b>write a short reflection each day</b> 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.	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.

## Assessment of Pre-service Teachers’ Classroom Practice – A guide to using the assessment tools in this booklet

Assessment of pre-service teachers during Professional Practice 2 involves three key processes that are part of the supervising teacher’s responsibilities throughout the placement. These processes are:

1. Observation of pre-service teacher’s practice throughout the assessable days
2. Completion of an Interim Report at the end of Week 2 of the block placement
3. Completion of the Final Summative Report at the end of Week 4 of the placement block.

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

## 1: Observation of teaching practice

Formal observation of pre-service teachers' practice is an important strategy for monitoring their progress and providing focused feedback to improve pedagogy and general classroom practice.

As well as forming the basis for reflection and discussion, the supervising teacher's observations can be used to identify pre-service teachers who are not making adequate progress against the Standards for Professional Practice 2 and to trigger the "at-risk process".

The supervising teacher should complete observations on an **agreed focus selected from the list provided in Table 3**. The focus chosen for observations will depend on the pre-service teacher's strengths and needs but should cover a range of classroom teaching practices over the duration of the placement. A template for recording observations is provided as Appendix 1 to this booklet.

<b>Table 3: Observation focus for feedback and monitoring of progress during Professional Practice 2</b>	
<b>Aspect of Teaching Practice/Link to the Australian Professional Standards for Teachers</b>	<b>Suggested Focus for Classroom Observation and Feedback</b>
<p><b>Planning and Teaching</b></p> <p>2.2 Organise content into an effective learning and teaching sequence.</p> <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</p> <p>3.3 Include a range of teaching strategies.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>2.2 Links to students' prior knowledge and use of pedagogical practices that scaffold learning</p> <p>2.2 Timing and pacing of lesson delivery</p> <p>2.5 Intentional teaching or modelling of literacy or numeracy skills</p> <p>2.6 Use of digital resources to support student learning of a curriculum concept</p> <p>3.3 Use of pedagogical practices identified in the Early Years Learning Framework (or relevant state framework)</p> <p>3.5 Questioning and feedback to support learning of all students</p>
<p><b>Managing the learning environment</b></p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<p>4.1 Use of strategies to promote the participation of all students in a learning activity</p> <p>4.2 Use of guiding behaviour strategies</p> <p>4.2 Use of instructions and organised routines to manage transitions during whole sessions/half days</p>
<p><b>Assessing and recording learning</b></p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	<p>5.1 Use of a planned assessment strategy to collect information on students' progress and learning</p> <p>5.2 Use of feedback that corrects misconceptions or extends students' understanding towards meeting the lesson goal</p> <p>5.4 Use of planned questions to check for understanding and respond to students' learning needs</p>

Supervising teachers should complete **at least 2 formal observations for each week of the assessable block placement** (Days 1 – 5, Days 6 – 10, Days 11 – 15 and Days 16 - 20).

To complete the observation, the following process should be used:

1. The supervising teacher selects an observation focus from Table 3 and advises the pre-service teacher of a specific lesson and/or time for observing the **agreed focus**.
2. The pre-service teacher prepares for the observation and demonstrates the aspect of practice in the classroom setting while the supervising teacher observes and records data related to the agreed focus on the observation template. (See Appendix 1 for a copy of the observation template.)
3. The supervising teacher shares observations and feedback on the observed aspect of practice with the pre-service teacher and encourages discussion about strategies to improve or consolidate practice in that specific focus area with a particular emphasis on the impact of that practice on student learning.
4. The supervising teacher should provide the pre-service teacher with a copy of the completed observation template for the purpose of compiling and reflecting on evidence of his/her practice against the Australian Professional Standards and criteria for the placement.

## 2: The Interim Report

The Interim Report identifies the focus areas of the Australian Professional Standards for Teachers that pre-service teachers will **engage with** during Professional Practice 2. 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 criteria for assessment of these standards **at a second year pre-service teacher's level** 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 Week 2 of the block component 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 Practice 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: The Final Summative Report

The Final Summative Report assesses the pre-service teacher's achievement during Professional Practice 2 using the same focus areas of the Standards and criteria as the Interim Report. Supervising teachers should complete the Final Summative Report at the end of Week 4 of the block placement by recording the pre-service teacher's overall achievement of the Standards for each of the five key areas of practice. The supervising teacher should refer to the criteria for a second year pre-service teacher outlined in Appendix 2 as a Guide to Making Assessment Judgements.

In usual circumstances, a recommendation for Satisfactory on the summative report would mean that the pre-service teacher has achieved a rating of **A (At expectations for a second year placement)** in each area of practice consistent with the Guide to Making Judgements.

## 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 Practice 2.

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

In the event that a pre-service teacher is judged to be performing “Below the expected standard”, 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 Practice 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 in this booklet should be completed throughout the professional experience placement and sighted and signed by the pre-service teacher.

Copies of the Classroom Observation template and the Interim Report should be provided to the pre-service teacher to support reflection on practice and for the purpose of completing a portfolio of evidence demonstrating engagement with the Standards at the level of a second year pre-service teacher. 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.”** The pre-service teacher should retain these documents and upload a copy of **each** of them as part of the requirements for the university-based Assessment Task that follows completion of the placement.

Supervising teachers should refer to the Guide to Making Judgements provided in Appendix 2 of this booklet while completing the Assessment and Reporting Forms.

### Process for the Final Summative Report

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

1. Supervising teachers will receive an email from the Professional Experience Office 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 labelled “Pre-service teacher sign & submit”, the report will be digitally signed and dated and sent to the university supervisor via email for final checking and signing.
3. The university supervisor will receive an email that contains a link to the completed report for the pre-service teacher that he/she supervised during Professional Practice 2. The email will ask the university supervisor to confirm that the pre-service teacher has completed the placement to a satisfactory standard. After reviewing the report and confirming the overall result, the university supervisor will click on the “CQUniversity Supervisor sign & submit” button which will add a digital signature and date to the report and send it directly to the university record keeping system.

Any queries regarding assessment and reporting should be directed to the University Supervisor. University support staff can also be contacted by email to the CQUniversity Professional Experience Office at [WIL-EduArts@cqu.edu.au](mailto:WIL-EduArts@cqu.edu.au).

## EDFE11039 Professional Practice 2 Attendance Record

A copy of this attendance record should be included in the pre-service teacher's Working Portfolio

Pre-service Teacher: \_\_\_\_\_ Learning Site: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_ Year Level: \_\_\_\_\_

Placement Day	Placement Day	Date	Supervising Teacher Signature
Single Day Visits	Day Visit 1		
	Day Visit 2		
	Day Visit 3		
	Day Visit 4		
	Day Visit 5		
Block Placement Week 1	Day 1		
	Day 2		
	Day 3		
	Day 4		
	Day 5		
Block Placement Week 2	Day 6		
	Day 7		
	Day 8		
	Day 9		
	Day 10		
Block Placement Week 3	Day 11		
	Day 12		
	Day 13		
	Day 14		
	Day 15		
Block Placement Week 4	Day 16		
	Day 17		
	Day 18		
	Day 19		
	Day 20		

Example Only



## EDFE11039 Professional Practice 2 (Early Childhood) Interim Report

Pre-service Teacher: \_\_\_\_\_ School/Learning Site: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_ Class/Year Level: \_\_\_\_\_

This report is based on the pre-service teacher’s **engagement** with the Australian Professional Standards for Teachers. In second year placements, pre-service teachers are developing their practice **TOWARDS** meeting the Standards at Graduate Level.

Please refer to Classroom Observations to date and the Guide to Making Judgements (Appendix 2) for descriptions of the expected standard of performance of second year pre-service teachers as well as possible sources of evidence to inform assessment judgements in each of the five areas of practice.

**Key to ratings: Below Expected Level (B); Developing towards Expected Level (D); At Expected Level (A); Exceeding Expected Level (E)**

Focus for Assessment	B	D	A	E
<b>Section 1: Planning Effectively</b>				
<b>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</b> <ul style="list-style-type: none"> <li>Shows understanding of the relevance of responding to students’ characteristics and developmental stages to improve learning through profiling, descriptive anecdotal observations and planning to support the learning needs of all children.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</b> <ul style="list-style-type: none"> <li>Writes detailed observations of teaching practice and daily reflections that incorporate professional and theoretical knowledge about how students learn.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>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.</b> <ul style="list-style-type: none"> <li>Records detailed observations of teaching practice and daily reflections that incorporate professional and theoretical knowledge about how students learn.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</b> <ul style="list-style-type: none"> <li>Plans show how individual needs will be addressed.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.2 Organise content into an effective learning and teaching sequence.</b> <ul style="list-style-type: none"> <li>Organises learning experiences to scaffold learning and promote achievement of the learning outcomes.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</b> <ul style="list-style-type: none"> <li>Uses guidance from the relevant curriculum framework to develop learning experiences and to monitor student learning</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</b> <ul style="list-style-type: none"> <li>Uses teaching strategies that draw on observations of teaching practice and pedagogical knowledge to support the development of children’s literacy and numeracy.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</b> <ul style="list-style-type: none"> <li>Sets learning goals for individuals and groups based on the relevant curriculum framework and student profiling information.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</b> <ul style="list-style-type: none"> <li>Plans lessons that incorporate intentional teaching and a range of pedagogical strategies to develop learners’ understanding of concepts and skills in a learning area.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervising teacher comment: Planning</b>				

<b>Section 2: Teaching effectively</b>	<b>B</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</b> <ul style="list-style-type: none"> <li>Plans for the use of digital resources and tools to support student learning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.3 Include a range of teaching strategies.</b> <ul style="list-style-type: none"> <li>Trials the use of a range of teaching strategies including intentional teaching, play, modelling, language rich, demonstration or joint construction to promote student understanding, engagement and higher order thinking.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</b> <ul style="list-style-type: none"> <li>Applies knowledge of students' strengths, needs and interests to select ICTs and other resources that engage students in learning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</b> <ul style="list-style-type: none"> <li>Uses questioning to promote students' understanding and learning and engages in language rich interactions with children.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</b> <ul style="list-style-type: none"> <li>Evaluates planned learning experiences to identify effective strategies and propose changes that improve learning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</b> <ul style="list-style-type: none"> <li>Responds to daily feedback and the interim report to identify areas of improvement during the professional practice placement.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervising teacher comment: Teaching</b>				
<b>Section 3: Managing effectively</b>	<b>B</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</b> <ul style="list-style-type: none"> <li>Records observations of strategies that teachers use to engage students and foster productive and inclusive learning environments.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</b> <ul style="list-style-type: none"> <li>Reinforces established classroom rules and routines to create an organised and supportive learning environment and manage transitions.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervising teacher comment: Managing the learning environment</b>				



<b>Personal Competence in Literacy and Numeracy Checklist</b>			
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.			
<b>Personal competence in Literacy and Numeracy</b>		<b>Satisfactory</b>	<b>Unsatisfactory</b>
Demonstrates reading competence by interpreting and applying information in policy documents, professional practice materials and lesson resources.			
Uses appropriate sentence structure, spelling, grammar and punctuation to model effective written communication for the class.			
Demonstrates professional writing skills by conveying meaning in daily reflections and lesson planning.			
Uses spoken language effectively to give clear instructions and explain lesson content.			
Selects and uses appropriate spoken communication skills to interact with staff, students and members of the school community.			
Identifies and understands information presented in mathematical form in activities and texts.			
<b>Interim Report Rating</b>			
Below expected level <b>(B)</b>	Developing towards expected level <b>(D)</b>	Meets expected level <b>(A)</b>	Consistently beyond expected level <b>(E)</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unsatisfactory (Further support required to progress)		Satisfactory (Progressing well)	
Pre-service Teacher Name:		Pre-service Teacher Signature:	
Supervising Teacher Name:		Supervising Teacher Signature:	

## Appendix 1: Classroom Observation Template

The supervising teacher should use the template below to record observations on specific aspects of the pre-service teacher’s classroom practice. A copy of the observation should be provided to the pre-service teacher for reflection purposes and to submit to the university as part of a university-based assessment task following the completion of the placement. (See Table 3 in this booklet for specific aspects of practice for observation and feedback during Professional Practice 2).

<b>Classroom Observation Template</b>	
Supervising Teacher:	Date:
Pre-service Teacher:	Class/Year Level:
Focus for observation: <i>(See Table 3 on Page 10)</i>	APST descriptor/s: <i>(See Table 3 on Page 10)</i>
I saw....	I heard....
Comments/questions for follow-up discussion and reflection (I thought...)	

## Appendix 2: Guide to Making Judgements

This Guide to Making Judgements should be used to inform classroom observations and feedback 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 second year pre-service teachers in five key areas of classroom practice i.e. **“At expected level (A)”** on the Interim and Final 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 Interim Report and the Final Summative Report are based on the Standard Descriptor for “At expected level” (A) and are outlined below.

<b>Assessment Ratings</b>	
Exceeding expected level	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that <b>exceeds</b> the criteria and descriptor on the Guide to Making Judgements for <b>“At Expected level”</b> for a second year pre-service teacher
At Expected level	Consistent evidence of knowledge, practice and engagement from Classroom observations and Sources of Evidence that <b>demonstrates</b> the criteria on the Guide to Making Judgements for “At expected level” for a second-year pre-service teacher.
Developing Towards expected level	Awareness of knowledge, practice and engagement outlined on the Guide to Making Judgements for “At expected level” for a second year pre-service teacher but inconsistent demonstration of evidence from Classroom observations and Sources of Evidence that <b>meets</b> the criteria on the Guide to Making Judgements.
Below expected level	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 expected level” for a second-year pre-service teacher.

## Professional Practice 2 Guide to Making Judgements

### Section 1: Planning effectively – preparing for teaching

**Standard Descriptor: At expected level (A) –**

The pre-service teacher develops whole class and small group lesson plans and learning sequences/experiences that align with the Early Years Learning Framework (or similar).  
The pre-service teacher prepares for teaching by identifying achievable learning goals for students and organising learning experiences into a logical sequence that scaffolds children’s development. 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 developing literacy and numeracy understandings. 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.

**Possible Sources of evidence**

Artefacts	Observation	Discussion and reflection
<p>Lesson plans 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 (child/ren)</p> <p>Planning or records of assessment strategies and students’ progress that show awareness of student learning 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 in response to own reflection or feedback from the supervising teacher.</p> <p>Meeting notes showing evidence of collaborative planning or evaluation</p> <p>Environmental plan for a space</p> <p>Plan for a provocation space that considers beauty and aesthetics</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>

### Section 2: Teaching effectively – enactment of teaching

**Standard Descriptor: At expected level (A) –**

The pre-service teacher selects and trials the use of pedagogical practices that are suitable for the learning context. 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.

<b>Possible sources of evidence</b>		
<b>Artefacts</b>	<b>Observation (Agreed focus)</b>	<b>Discussion and reflection</b>
<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 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;</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>
<b>Section 3: Managing effectively – creating safe and supportive classroom environments</b>		
<b>Standard Descriptor: At expected level (A) –</b>		
<p>The pre-service teacher plans for and reflects on strategies for guiding behaviour and maintaining an organised classroom environment based on 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.</p>		
<b>Possible sources of evidence</b>		
<b>Artefacts</b>	<b>Observation (On agreed focus)</b>	<b>Discussion and reflection</b>
<p>Notes or observation template recording established rules and routines.</p> <p>Annotated notes on centre 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 strategies to engage and maintain students' attention;</p> <p>Consistent use of established classroom rules</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>



<b>Section 4: Assessing and recording learning</b>		
<p><b>Standard Descriptor: At expected level (A) –</b> The pre-service teacher plans for monitoring student learning. The pre-service teacher provides feedback to students about their learning. 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 lessons to support student learning.</p>		
<p><b>Possible sources of evidence</b></p>		
<b>Artefacts</b>	<b>Observation (On agreed focus)</b>	<b>Discussion and reflection</b>
<p>Examples of planning that shows planned assessment strategies.</p> <p>Documentation for the two focus children.</p> <p>Planning that responds to observations of 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 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>
<b>Section 5: Professional conduct</b>		
<p><b>Standard Descriptor: At expected level (A) –</b> 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. Where relevant, planning show 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><b>Possible sources of evidence</b></p>		
<b>Artefacts</b>	<b>Observation</b>	<b>Discussion and reflection</b>
<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 guiding children’s 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

### 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 Practice unit or level of progression in the course. 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 (planning, evaluations, reflections or observations not complete) indicates a lack of professional commitment on the part of the pre-service teacher and may initiate the **"at-risk"** process outlined earlier in this handbook.

**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.

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/Kindergarten or Learning Site Policy Documents

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

#### Section 2: Teaching Preparation/Planning

- All lesson plans and subsequent evaluation.
- All daily planning formats used to guide effective practice during periods of continuous teaching
- 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 "Details of tasks/activities" section of the relevant Information and Reporting Booklet.

#### Section 4: Resources

- Letters to parents, staff memos/notices as appropriate.
- Samples of teacher planning.
- Examples of useful curriculum support resources.
- 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 "Details of tasks/activities" section of the relevant Information and Reporting 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.

## Bachelor of Education

### Professional Practice 2 (Early Childhood) Kindergarten

#### 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 professional practice placements in school 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"> <li>• Expectations for the pre-service teacher’s engagement in the placement are explicit and allow for growth and development.</li> </ul>			
<ul style="list-style-type: none"> <li>• Pre-service teachers are well-prepared for the placement and present with the skills required to complete planning tasks.</li> </ul>			
<ul style="list-style-type: none"> <li>• Assessment materials for this placement provided a clear guide for providing feedback and making judgements on the pre-service teacher’s performance.</li> </ul>			
<ul style="list-style-type: none"> <li>• The University Supervisor clarified expectations and provided support for the supervising teacher, and pre-service teacher for the successful conduct of the placement.</li> </ul>			

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you for completing this form. Please return it to:

CQUniversity Professional Experience Office at [WIL-EduArts@cqu.edu.au](mailto:WIL-EduArts@cqu.edu.au).