

PROFESSIONAL AND COMMUNITY EXPERIENCE (PCE)

School of Education (Victoria)

EDFX310 REPORT FORM

PRE-SERVICE TEACHER:	SARAH COLLINS
SCHOOL:	ST. TIMOTHY'S PRIMARY SCHOOL
ASSOCIATE TEACHER:	ANNE-MAREE NOONAN
GRADE LEVEL:	PREP
ACU COURSE:	Bachelor of Education (Primary)
YEAR OF STUDY:	Third supervised teaching placement in primary settings
UNIT CODE:	EDFX310

REPORT FORM GUIDELINES

This EDFX report is used to document a shared understanding of pre-service teacher progress during the EDFX310 placement. The report should be written following a process of professional conversations structured around the three domains of the Australian Professional Standards for Teachers. These conversations will include the pre-service teacher and Associate Teacher, but may include other placement school and University staff.

The report may also be used on additional occasions to communicate to pre-service teachers specific areas for improvement. This may take place when the Associate Teacher and/or University Supervisor are concerned about the pre-service teacher's progress.

The comments entered in these reports may be read by a range of stakeholders interested in the pre-service teacher's progress. Therefore they should be concise, focused and emphasise learning and development. In making judgements, please refer to the advice given in the EDFX Unit Outline to ensure that evaluative comments are appropriate to the pre-service teacher's level of development in the course.

Assessment of Progress

- **SATISFACTORY:** Demonstrated a satisfactory level of achievement overall in the professional experience unit being undertaken.
- **UNSATISFACTORY:** Achievement is unsatisfactory overall for the professional experience unit being undertaken. **The pre-service teacher will therefore FAIL the EDFX310 placement.**
- **AT RISK - (Mid-Point Only):** When a pre-service teacher's progress is assessed as not meeting the required level of the professional experience unit being undertaken at the Mid-Point, then the Associate Teacher should complete the EDFX Report Form as instructed. The EDFX Report Form is then considered as an intervention and support mechanism to ensure the pre-service teacher has every opportunity to further develop the necessary knowledge and skills. Pre-service teachers should be given a minimum five days notice to ensure adequate time to improve.

The EDFX Report Form is to be provided to the pre-service teacher by the end of their last day of placement. The details of the report should be discussed with the pre-service teacher before the end of the placement to ensure accurate and shared interpretations of comments.

Sarah interacts as much as possible! She interacts with all her children! When teaching a concept, she makes sure to ask students a lot of questions. She understands that children are kinesthetic learners and everything that children associate with, a question like "why" "how", and "what", with a visual perception. Sarah displays friendly body language, facial expression, and presents herself as approachable and supportive with the children's learning. Sarah questions the children from the previous lesson and uses this as a lead into the lesson planned. Sarah is friendly and congenial with her students. The students share their problems and understandings with her, without being afraid or hesitant. Sarah interacted in the staffroom with all staff and attended all staff meetings, planning and Professional Development sessions. She displayed a supportive characteristic with technology and was not afraid to have a go at assisting all teachers and students when they were experiencing difficulties.

During our class Mass Sarah was involved and interacted professionally with the Parish Priest. She was happy to assist the children whilst they were reading and singing.

Sarah has demonstrated an understanding that the eight standards of Teaching set a clear baseline of expectations for the professional practice and conduct of teachers. Sarah as a teacher was always keen to improve her own practice by having feedback on her teaching and always acts on the feedback given to her. She reflected on the eight standards and always planned to implement her new found knowledge. This was imbedded in her pedagogy and good practise in her teaching role as a professional.

Domain 1