

TO BE COMPLETED DURING THE LAST WEEK OF THE TEACHING ROUND
END-OF-TEACHING ROUND REPORT - SUMMATIVE EVALUATION

Note: The following summative criteria are referred to in the context of the Preservice Teacher at the end of his/her second professional placement, not as an experienced Early Childhood Teacher.

PROFESSIONAL QUALITIES, SKILLS AND ATTITUDES:	COMMENTS
<p>The following qualities, skills and attitudes reflect Learning Outcomes (see Guideline Booklet)</p> <ul style="list-style-type: none"> Apply the transition from pre-service teacher to early childhood educator, teacher and carer Interact effectively with children, colleagues and families Communicate and interact professionally with others 	
<p>The Pre-service Teacher demonstrates professional qualities, skills and attitudes in the following ways: Co-operation with centre staff; is able to accept advice; punctuality and notification of absences; displays conscientious work habits; communicates in a professional manner; and demonstrates appropriate appearance and demeanour.</p>	<p>Sam has worked well in our staff team, she has shown a professional approach to her work and fellow staff. Sam is happy to listen and learn from other qualified staff at the centre.</p>
<p>The Pre-service Teacher is showing an awareness of or demonstrating professional qualities of confidence or strategies to build confidence; is responsive to children's needs, and demonstrates a sympathetic understanding of young children.</p>	<p>Sam has formed strong friendships with the Kinder children. She has become confident and capable of taking our Kinder group.</p>
<p>The Pre-service Teacher also demonstrates an ethical awareness towards roles and responsibilities of the field, in relation to children, families, centre staff and visitors.</p>	<p>Sam has asked many questions in order to expand her knowledge, she has shown ethical awareness with regard to all areas of her position.</p>
TEACHING SKILLS:	COMMENTS
<p>The following teaching skills reflect Learning Outcomes (see Guideline Booklet)</p> <ul style="list-style-type: none"> Become aware of and implement a range of strategies for teaching and learning relevant to the early childhood context Demonstrate skills of observation, planning and documentation of play and learning experiences and emergent curriculum Apply theoretical information to the practical setting Identify characteristics of effective contemporary 3-5 year old early childhood settings Observe specific features of early childhood centre interactions 	
<p>In interacting with children, the Pre-service Teacher gives clear, unambiguous directions and instructions and is aware of strategies in providing positive reinforcement.</p>	<p>Within the room Sam is able to give children clear direction, rules, limits and reasons for these. She uses positive guidance to encourage children.</p>
<p>The Pre-service Teacher is able to identify the knowledge, skills and concepts being developed through planned and spontaneous play</p>	<p>Sam is able to enhance children's knowledge and understanding by using open-ended questions to enhance children's thinking.</p>

<p>experiences; is able to identify and take appropriate steps in particular play and learning experiences and to sequence those steps; devises a variety of teaching approaches with particular emphasis on the active engagement of the children and the use of play and learning resources.</p>	<p>Sam enjoys working closely with the children eg 4 chn at table Naming animals, expanding on what children like and know about each animal, Lots of exciting ideas.</p>
<p>The Pre-service Teacher's observations and documentation of children's learning reflects awareness of family, community and cultural contexts, focusing on children's strengths, skills and interests as contexts for learning.</p>	<p>Sam is able to make clear observations, she is able to use these to establish how she can enhance all areas of the child's development Sam welcomes all children into</p>
<p>The Pre-service Teacher is able to develop a professional, sensitive and nurturing relationship with children both as individuals and in small groups; has developed some relationship building strategies such as responding to children's questions in a sensitive and caring manner, and listening to and building on children's responses.</p>	<p>Sam has a genuine <u>the group</u> interest in the children, She takes the time to listen to each child's thoughts and ideas. Sam encourages each child for their input.</p>
<p>The Pre-service Teacher demonstrates reflective practice through seeking advice, writing and adding to his/her professional placement folio, and discussion that reflects consideration of content of University classes.</p>	<p>Strong growth from start to finish of her placement. Learning and using many new strategies and ideas gained at the centre</p>

Preservice Teacher's Review Comments

It was extremely helpful to talk in-depth with my director and pre-service teacher about my placement and future as a teacher. They gave me examples of what I did really well and what I could improve on in the future. I found I came to understand more the importance of a personal philosophy, and could recognise ways teachers taught, that I agreed or disagreed with. I was able to discuss with my director aspects of her philosophy and hear how she talked to parents about it and enacted it in her centre. I gained a great deal of knowledge and enjoyed this placement.

Associate Early Childhood Teacher's Overall Comments

We have all enjoyed having you in our kinder room. Children have enjoyed your kind and caring approach and your many one on one conversations with them. You have shown respect, consideration and professionalism towards children, staff and families at the centre.

You have learnt our room routine and ensured to help out when and where needed.

You have all the attributes needed to make a fantastic teacher.

Any recommendations for the Pre-service Teacher in regard to ongoing development of professional and teaching skills:

Sam you have learnt alot in a short time at your placement. You have grown in confidence and in your knowledge of child development. You work well in a team and all staff have enjoyed working with you. You will make a fantastic teacher as you continue to listen and learn from others around you.

Well Done Sam!

Overall Grade For Teaching Round

Pass (PS)	<p>The Pre-service Teacher is demonstrating those professional qualities and/or skills and the teaching skills appropriate for this phase of the in-centre experience and noted in the Summative Evaluation proforma.</p> <p>Self-evaluation comments are perceptive. The Pre-service Teacher is aware of areas which require further refinement to enhance his/her overall performance and interpersonal skills. The Pre-service Teacher is initiating alternative strategies as stated in his/her recommendations. The Pre-service Teacher displays an excellent attitude relating to relationships with children, staff and parents and to generating a professional, dedicated teacher model.</p>
Fail (NN)	<p>A Fail will be recommended for any Pre-service Teacher who is not performing satisfactorily in terms of preparation, communication and responsibilities noted in the Summative Evaluation proforma.</p> <p>The Pre-service Teacher may also display poor motivation, a lack of commitment and inconsistent endeavour to upgrade his/her professional approach to teaching in the early childhood setting. The Pre-service Teacher is unable to prepare professional quality documentation. The Pre-service Teacher may demonstrate problems in relating effectively with children, as well as working cooperatively with staff.</p>

For this stage of experience, the Pre-service Teacher's progress is:

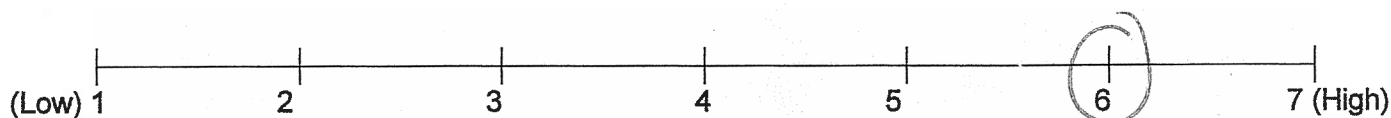
Satisfactory
A PASS is recommended

OR

Unsatisfactory
A FAIL is recommended

When a Fail is recommended, the Pre-service Teacher will meet with the appropriate Professional Experience personnel to evaluate circumstances leading to the recommended Fail. The Pre-service Teacher will be required to repeat the teaching round.

As this is the Pre-service Teacher's **second supervised experience in an early childhood setting**, how would you rate this Pre-service Teacher's performance on a scale of 1 – 7? *(Please circle) A score of 3.5 or less on the scale of 1 – 7 constitutes a FAIL (NN) grade (Please circle)*



No. of days PRESENT (out of total 25)

25 days

No. of days ABSENT:

(Not including public holidays)

0

Associate Teacher Name:

Yuki Guo

Signed (Associate Teacher):

Yuki

Date: 2/7/2012

It is the responsibility of the Pre-service Teacher to return this Form to the Professional Experience Office on the appropriate campus no later than one week after the completion of the teaching round.