

| Final Report  |  |  |     |    |
|---|--|--|-----|----|
| Subject: TEAC2023 - Engaging in Early Childhood Education   |  |  |     |    |
| Pre-service Teacher Name:   |  | Student ID:  |     |    |
| Name of Placement Centre:   |  |  |     |    |
| Supervising Teacher's Name:   |  |  |     |    |
| ADMINISTRATION CRITERIA   |  |  | YES | NO |
| The Pre-service Teacher has been punctual in their attendance.  |  |  |     |    |
| The Pre-service Teacher interacted appropriately with children throughout their placement.  |  |  |     |    |
| The Pre-service Teacher provided a poster introducing themselves to the staff and families of the centre.   |  |  |     |    |
| The Pre-service Teacher engaged appropriately and professionally with centre staff.   |  |  |     |    |
| The Pre-service Teacher has completed 20 x 7.5 hours days (this includes a half hour lunch break) at the centre.  |  |  |     |    |
| PERFORMANCE CRITERIA  | S  | U  | S/U |    |
| <p>The Pre-service Teacher completes a situational analysis to help them get to know your centre and the families it serves.</p> <p>The pre-service teacher selects focus children and has sought parental consent for observation.</p>   | <p>The situational analysis proforma is complete and shows the student has reviewed the centre's policies, safety check lists and gathered information about the children, families and local community.</p> <p>Focus children have been selected and informed consent notes given and received.</p>                     | <p>The proforma is incomplete, lacks detail, or does not accurately reflect the centre's policies, safety checklists and information about the children, families and local community.</p> <p>Focus children have been selected but informed consent has not been sought or informed consent has not been received.</p>  |     |    |
| <p>The Pre-service Teacher supports individual children and small groups during transitions and routine activities.</p> <p>The Pre-service Teacher engages with small groups of children for stories, music and or movement or other experiences.</p> <p>The Pre-service Teacher evaluates how children use resources and materials to support their learning</p> | <p>Pre-service teacher shows initiative in supporting children during transitions and routines.</p> <p>Pre-service Teacher engages appropriately with children in their play.</p> <p>The pre-service teacher has evaluated the way in which children use resources and materials to support their play and learning.</p> | <p>Pre-service teacher shows little or no initiative in supporting transitions and routines.</p> <p>Pre-service Teacher is hesitant or inappropriate in their engagement with children during play.</p> <p>Pre-service Teacher has not evaluated the way in which children use resources and materials to support their play and learning or has provided a superficial evaluation of the materials.</p> |     |    |

Pre-service Teacher Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

| PERFORMANCE CRITERIA   | S   | U   | S/U        |           |
|--|---|---|------------|-----------|
| <p>The Pre-service Teacher undertakes one observation of focus children per day, from day 11, which are analysed, interpreted and suggest follow up experiences.</p> <p>The Pre-service Teacher has planned at least 3 learning experiences and evaluated their effectiveness.</p> | <p>Pre-service teacher has completed 10 observation of focus children from day 11. Observations documented with detail and appropriately reflects play and learning.</p> <p>Pre-service Teacher has planned and implemented 3 learning experiences from day 11.</p> | <p>Pre-service teacher has not completed 10 observations. Observations have not been provided or lacks detail or does not appropriately reflect children's play and learning.</p> <p>Less than 3 experiences planned and implemented.</p> |            |           |
| <p>The Pre-service Teacher seeks verbal feedback on their interactions, observations and experiences.</p>  | <p>The Pre-service Teacher has made a regular time to discuss with staff feedback on their interactions, observations and experiences.</p>  | <p>The Pre-service Teacher has not sought regular feedback on their interactions, observations and experiences.</p>   |            |           |
| <b>OVERALL COMMENTS</b>  |   |   |            |           |
|  |   |   |            |           |
|  |   |   | <b>YES</b> | <b>NO</b> |
| I confirm that the timesheet is a true reflection of the Pre-service Teacher's attendance.   |   |   |            |           |
| The Pre-service Teacher adhered to the agreed attendance pattern. Any changes were negotiated appropriately.   |   |   |            |           |
| <b>Supervising Teacher's Signature:</b>  |   | <b>Date:</b>  |            |           |
| <b>Pre-service Teacher's Signature:</b>  |   | <b>Date:</b>  |            |           |