

Pre-service Teacher Name:	Student ID Number:
Site:	Year level/Age taught:
<p>Work-integrated learning (WIL) Context: These pre-service teachers are in their 1st year of a Bachelor of Early Childhood Education (Birth to Five) and it is their first work-integrated learning experience. In this 10-day experience, pre-service teachers will engage in a series of professional conversations with an experienced ECT about professional and ethical standards. This semester, students have been examining professional and ethical standards and conduct in ECEC. They have been practicing essential skills for effective academic and professional communication.</p> <p>This WIL may be undertaken in a student’s workplace if the centre is rated “meeting” or above according to the NQS. Students must be supervised by a Bachelor qualified ECT.</p>	

In evaluating the pre-service teacher’s performance, please tick yes or no below			
Criteria	Example	Yes	No
1. Attendance	Ten full days, punctual, attend all sessions and tutorials arranged by the school and/or university.	<input type="checkbox"/>	<input type="checkbox"/>
2. Professionalism	Appropriately attired and neat personal appearance at all times. Awareness of and sensitivity to school and cultural context. Appropriate mobile phone use.	<input type="checkbox"/>	<input type="checkbox"/>
3. Respect for colleagues	Communicates effectively and professionally, open to feedback. Works collaboratively with buddy school and university staff. Provides a supporting role to the supervising teacher.	<input type="checkbox"/>	<input type="checkbox"/>
4. Professional qualities	Enthusiasm for education and teaching. Participates in group discussions, shows initiative and a willingness to assist and support the teacher. Meets professional code of context. Undertakes daily classroom observations and written reflections on school culture, curriculum, learning environments, feedback and classroom practices.	<input type="checkbox"/>	<input type="checkbox"/>
5. Planning and Teaching	Plans and sets goals for short teaching episodes and/or small group work. If appropriate, planning & resources provided 24hrs before delivery.	<input type="checkbox"/>	<input type="checkbox"/>

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Please provide feedback on the preservice teacher's current suitability for future teaching. Indicate areas of strength and any suggestions for future teaching practice.

Work Integrated Learning Final Report Assessment		Supervising Teacher Name:	Signature:
Unsatisfactory	Satisfactory		Date:
<input type="checkbox"/>	<input type="checkbox"/>		QUT Pre-Service Teacher Name:
			Date:

Supervising Teacher: I confirm that this report has been completed on day 10 of the placement (please tick)

Distribution once signed: Original to Pre-service Teacher; Copy uploaded to InPlace on day 10 by the Pre-service Teacher; Copy retained by Centre.