

## ECE6160 GUIDELINES 2025 - ASSESSMENT

University Supervisors in collaboration with Mentor Teachers are responsible for monitoring the progress of Students, determining the final grade for the Professional Experience and completing the *Final Evaluation Form* and *Overall Results Form*.

Mentor Teachers have a pivotal role in supporting and guiding their Student and retain responsibility for providing feedback to the Student and the University Supervisor throughout the Professional Experience. University Supervisors and Mentor Teachers, together with School Practice Coordinators (SPC) will collaborate to ensure that input from all stakeholders is valued and considered in the decision-making process.

Students will be evaluated against the Australian Professional Standards for Teachers according to the Australian Institute of Teaching and School Leadership (AITSL) in the areas of Professional Knowledge, Professional Experience and Professional Engagement. The assessment criteria for the Final Teaching Practice (FTP) reflect the Graduate career stage. Monitoring tools are provided to support Mentor Teachers in ensuring the criteria for assessment are clearly addressed throughout the Professional Experience.

Two separate grades are awarded to Students: one for *Teaching Skills* and one for *Professionalism*. To pass the FTP, Students must achieve a minimum of Graduate level in each of the seven AITSL standards as well as ECU Professional Requirements. To be allocated a grade level in *Teaching Skills* and *Professionalism*, Students are required to demonstrate they have achieved the criteria for that grade level in each of the Standards. The final grade recorded is a combination of the grades achieved overall for *Teaching Skills* and *Professionalism*.

If a Student is at risk of failing the Professional Experience a confirmatory visit will be required. The Confirmatory Panel Member will determine the outcome of the FTP following a review of Teaching Skills and Professionalism

### Exceptional Circumstances

The host School/Centre has the discretion to terminate the Student's placement prior to completion of the placement. ECU may also withdraw a Student from placement in certain circumstances. Early termination or withdrawal from the Professional Experience may result in a Fail grade for the Professional Experience.

ECE6160 is a designated unit so may only be attempted once unless otherwise determined by Progression Panel. Failure to pass this unit may result in exclusion from the course.

### ROLES IN THE ASSESSMENT PROCESS

<p>University Supervisors (US)</p>	<ul style="list-style-type: none"> <li>• Complete a <i>Distributed Days Feedback Form</i> via SONIA.</li> <li>• Review documentation</li> <li>• Observe classroom practice</li> <li>• Monitor progress throughout the Professional Experience</li> <li>• Provide written and verbal feedback to the Student</li> <li>• Liaise with Mentor Teacher and School Practice Coordinator (SPC)</li> <li>• Determine progress at the interim stage and consult with the Mentor Teacher</li> <li>• Complete an <i>Interim Report</i> via SONIA and confirm that the student has access to this. Contact Unit Coordinator if Student is identified as "at risk" or "significant concerns" in the <i>Interim Report</i></li> <li>• Identify students requiring a confirmatory visit and complete relevant documentation</li> <li>• Determine the final grade for the Professional Experience in consultation with the Mentor Teacher</li> <li>• Complete the <i>Final Evaluation Form</i> and <i>Overall Results Form</i> via SONIA.</li> </ul>
<p>Mentor Teachers (MT)</p>	<ul style="list-style-type: none"> <li>• Mentor Students</li> <li>• Model best practice and guide Student in achieving their potential in all criteria for assessment.</li> <li>• Meet regularly with Student to discuss assessment criteria using the <i>Monitoring Tool</i></li> <li>• Guide Student in setting realistic and achievable goals to meet criteria for assessment</li> <li>• Support Student in their professional experience to ensure their health and well-being</li> <li>• Provide regular written and verbal feedback</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete <i>Distributed Days Feedback Form</i> via link provided to provide feedback to US. Consult with US when necessary.</li> <li>• Complete a <i>Mentor Teacher Checklist</i> prior to <i>Interim Report</i> to provide feedback for the Student and University Supervisor.</li> <li>• Complete <i>Final Evaluation Form</i> via link provided to provide feedback to US.</li> </ul>
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### ASSESSMENT TIMELINE

<b>Distributed Days</b>	Distributed Day Visit (Distributed Day 3, 4 or 5)	<ul style="list-style-type: none"> <li>• US meets with Student to review documentation, expectations and classroom visit schedule.</li> </ul>
	Distributed Days Feedback Form due <b>on final Wednesday</b>	<ul style="list-style-type: none"> <li>• MT completes the <i>Distributed Days Feedback Form</i> via the link provided so the US can view it.</li> <li>• US completes the <i>Distributed Days Feedback Form</i>.</li> <li>• Student signs the <i>Distributed Days Feedback Form once released in SONIA</i>.</li> </ul>
<b>Week 1-2</b>	Classroom Visit 1	<ul style="list-style-type: none"> <li>• US observes a learning experience, provides written feedback to Student, reviews all documentation, including Monitoring Tool, liaises with MT and SPC.</li> <li>• First visit must be before Interim Report is due.</li> </ul>
<b>Week 3</b>	Interim Report due <b>Friday of Week 3</b>	<ul style="list-style-type: none"> <li>• MT completes <i>Mentor Teacher Checklist</i> for Student and University Supervisor by Wednesday of Week 3.</li> <li>• <i>Interim Report</i> completed via SONIA by University Supervisor, in consultation with MT and SPC.</li> <li>• Student signs the <i>Interim Report once released in SONIA</i>.</li> </ul>
<b>Week 4</b>	Classroom Visit 2	<ul style="list-style-type: none"> <li>• US observes a learning experience, provides written feedback to Student, reviews all documentation (including Monitoring Tool), liaises with MT and SPC.</li> </ul>
	Confirmatory Request due <b>Thursday Week 4</b>	<ul style="list-style-type: none"> <li>• If the Student is at risk of not meeting the standard required to achieve the Graduate level, then the University Supervisor, in consultation with the Mentor Teacher, School Practice Coordinator and Professional Experience Unit Coordinator will request a Confirmatory Visit.</li> </ul>
<b>Week 5</b>	Classroom Visit 3 (Week 5 or 6)	<ul style="list-style-type: none"> <li>• Confirmatory process commences (if applicable).</li> <li>• US observes a learning experience, provides written feedback to Student, reviews all documentation (including Monitoring Tool), liaises with MT and SPC.</li> </ul>
<b>Week 6</b>	Final Evaluation Form and Overall Results Form due <b>Friday – final day of placement</b> <i>(not applicable for Students undergoing a confirmatory process)</i>	<ul style="list-style-type: none"> <li>• MT to complete the <i>Final Evaluation Form</i> via the link provided by Tuesday of the final week.</li> <li>• US completes the <i>Final Evaluation Form</i> and then <i>the Overall Results form</i> by Wednesday of the final week and advises MT it is available to view.</li> <li>• US submits the <i>Overall Results Form</i> and <i>Final Evaluation Form</i> on the final Friday of the Professional Experience</li> <li>• Forms will be released to Students at 4pm on the Wednesday <b>after</b> the last day of placement and Student signs the <i>Final Evaluation &amp; Overall Results Forms once released in SONIA</i>.</li> </ul>

### Meeting the Requirements

Mentor Teachers and Students are advised to meet regularly (preferably on a weekly basis) to discuss the progress of the Student against the criteria featured in the *Monitoring Tool Document*. It is recommended that each of the criteria is either ticked, dated or highlighted as it is demonstrated. These meetings are an opportunity to provide written and verbal feedback, discuss performance and provide guidance to the Student on criteria which may still need to be demonstrated or refined. It is also recommended that Students use the Monitoring Tool for self-monitoring.

Please note: Because school contexts vary there will be instances where opportunities to address certain criteria will not be presented. In these situations, the Student should not be penalised and the 'No Opportunity' box needs to be ticked against the criteria in the *Final Evaluation Form*.

GRADE DESCRIPTORS	
<b>Fail</b>	To be assessed at a <b>Fail</b> grade, the Student has been assessed as <b>Fail in at least one of the criteria</b> within the Standards and ECU Professional Requirements and therefore does not meet the requirements of the Professional Experience.
<b>Graduate</b>	To be assessed at a <b>Graduate level</b> , the Student demonstrates achievement in all Standards and possesses the requisite knowledge and skills to plan for and manage learning programs for children. A Graduate Student is able to engage children in sequences of purposeful and appropriate experiences to promote learning.
<b>Highly Competent Graduate</b>	To be assessed as a <b>Highly Competent Graduate</b> , the Student demonstrates a high standard of achievement in all Standards and possesses the requisite knowledge and skills to plan and manage learning programs for children. A Highly Competent Student independently designs engaging and meaningful programs to provide enrichment in the classroom.
<b>Outstanding Graduate</b>	To be assessed as an <b>Outstanding Graduate</b> , the Student demonstrates an exception standard of achievement in all Standards and possesses the requisite knowledge and skills to plan for and manage learning programs and children. An Outstanding Student should demonstrate high level decision making and be able to independently deliver an inclusive curriculum with differentiated teaching that is designed to meet the learning needs of children across the full range of abilities.