

## Example assessment & marking criteria

<b>Assessment type:</b>	<b>Professional Teaching Portfolio</b>
<b>Subject:</b>	<p><b>EPT329 - Working Within The Community</b></p> <p>The predominant space for learning in this subject is the professional experience placement. The teaching placement will involve up to 30 days in a secondary school under the supervision of an associate teacher. Pre-service teachers will build on the pedagogical knowledge and skills gained through previous classroom experiences and study. A key focus will be progression toward attaining the Australian Professional Standards for Teachers at the graduate level. This progress will be reflected upon and documented with supporting evidence in a portfolio prior to, during, and after the professional experience placement.</p> <p>In preparation for the professional placement, this subject will explore the benefits, challenges, and skills needed for fostering positive communication and educational partnerships with young people, parents and families within communities. The professional experience will enable pre-service teachers to observe interactions between school, home and community contexts, and recognise the pivotal role of education to the wellbeing of children, families and communities.</p>
<b>Subject learning outcomes:</b>	<p>On successful completion of this subject, students will</p> <ul style="list-style-type: none"> <li>• be able to apply a range of teaching and learning strategies;</li> <li>• be able to demonstrate capacity to work collaboratively;</li> <li>• be able to explain the development and implementation of approaches to engaging and working with young people, families, and communities;</li> <li>• be able to demonstrate an applied knowledge of and provide evidence of growth as a teaching professional in relation to the Australian Professional Standards for Teachers; and,</li> <li>• have satisfactorily completed a professional experience placement (up to 30 days).</li> </ul>
<b>Assessment task:</b>	<b>1: Professional Teaching Portfolio</b>
<b>Value:</b>	Satisfactory/Unsatisfactory
<b>Task description:</b>	<p>This assignment comprises the redevelopment and enhancement of the EPT218 Professional Teaching Portfolio and the setting of goals for the forthcoming EPT329 placement. Both tasks need to be completed prior to the professional experience of up to 30 days that is being undertaken in the secondary context. If either or both of the tasks are not submitted by the due date, the Course Director will withdraw you from the school placement, as these tasks are essential to your placement preparation process. The task aligns with the Australian Professional Standards for Teachers <a href="http://www.teacherstandards.aitsl.edu.au/OrganisationStandards/Organisation">http://www.teacherstandards.aitsl.edu.au/OrganisationStandards/Organisation</a> and the Professional Experience Report.</p>
<b>Rationale:</b>	<p>This assessment task is specifically designed for students to address <b>learning outcome 4</b> of the subject: <i>"be able to demonstrate an applied knowledge of and provide evidence of growth as a teaching professional in relation to the Australian Professional Standards for Teachers"</i>.</p>

The design of this task is to support you to systematically reflect on your learning and your capacity to integrate learning from across the course. When you develop as a learner and as a teacher, you will understand more about the nature of learning and the task of a teacher - critical reflection is essential to that process. The Australian Professional Standards for Teachers describe the nature of teachers' work in seven key areas; these are fundamental requirements for your successful completion of the course, providing a framework against which you can assess and integrate your learning. Consequently, you need to continually build your evidence in each of the areas throughout your course as a means of demonstrating achievement of the Standards.

In this task you are required to reflect on your success to date in demonstrating the Australian Professional Standards for Teachers. Thus, you will revisit your EPT218 Professional Teaching Portfolio and build on it to enhance its quality, replacing lower quality evidence with higher quality evidence. This portfolio will subsequently be reviewed and discussed with your supervising teacher in your placement; together you will agree areas in which you can, and indeed need, to improve your teaching. This task therefore reflects industry requirements that are recurrent in your professional practice as a teacher, since you will be expected to produce similar portfolios to receive accreditation, progress past your provisional competency and attain higher levels of achievement available to teachers through BOSTES. This portfolio task will provide you with formative feedback that aligns with the expectations of BOSTES for gathering evidence suitable to your accreditation at the conclusion of your degree.

### Marking criteria & standards of performance

Developed by Rachael Jefferson-Buchanan

Criteria	Satisfactory (SY)	Unsatisfactory (US)
<b>Demonstrated ability to organise, integrate and articulate ideas in a portfolio format</b>	Portfolio is generally reader-friendly allowing easy navigation of the entire document.	Portfolio is poorly organised and lacks attention to detail.
<b>Clearly contextualises the collection of evidence</b>	A clear description is provided about the context within which the evidence was collected, which identifies the prior learning of the author.	The source of evidence is unclear, and little detail is provided about the prior learning of the author.
<b>Demonstrated knowledge and understanding of the Australian Professional Standards for Teachers.</b>	Identification of the domains, each required standard and their focus areas with links to evidence. Annotations clearly describe how the evidence links to standards and demonstrate critical reflection skills.	Partial identification of the domains, each standard and their focus areas with few links to evidence. Annotations are incomplete and critical reflection is lacking.
<b>Critical reflection on appropriate evidence and examples demonstrating synthesis of FIVE academic readings Professional Standards for Teachers.</b>	Critical reflection on an appropriate collection of evidence and examples that is linked to the classroom context and the Australian Professional Standards for Teachers. A minimum of FIVE academic readings from this subject have been synthesised throughout.	Lack of critical reflection on evidence and examples to support the formation of a professional identity. The FIVE compulsory academic readings from this subject have not been synthesised throughout.

<p><b>Goals for Professional Experience are clearly identified</b></p>	<p>Goals for EPT329 link to the Australian Professional Standards for Teachers (AITSL) and the prior learning of the teacher education student.</p>	<p>Goals do not adequately align with the AITSL standards or the learning needs of the teacher education student.</p>
<p><b>Correct spelling, grammar, punctuation and referencing General competency with academic conventions.</b></p>	<p>General competency with academic conventions. Spelling, grammar and punctuation demonstrate a professional standard. Conforms to APA referencing format (6th ed.) where necessary.</p>	<p>Lack of academic conventions with marked problems with spelling, grammar and punctuation that disrupt the meaning of the text. Does not conform to APA referencing format (6th ed.) where necessary.</p>