

ECE6360 GUIDELINES 2026 - ASSESSMENT

University Supervisors in collaboration with Mentor Teachers are responsible for monitoring the progress of Pre-service Teachers, 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 Pre-service Teacher and retain responsibility for providing feedback to the Pre-service Teacher and the University Supervisor throughout the Professional Experience. University Supervisors and Mentor Teachers, together with the Centre Manager will collaborate to ensure that input from all stakeholders is valued and considered in the decision-making process.

Pre-service Teachers 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 Pre-service Teachers: one for *Teaching Skills* and one for *Professionalism*. To pass the FTP, Pre-service Teachers 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*, Pre-service Teachers 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 Pre-service Teacher 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 Early Learning Centre has the discretion to terminate the Pre-service Teacher's placement prior to completion of the placement. ECU may also withdraw a Pre-service Teacher from placement in certain circumstances. Early termination or withdrawal from the Professional Experience may result in a Fail grade for the Professional Experience.

ECE6360 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

University Supervisors (US)	• Complete a <i>Distributed Days Feedback Form</i> via SONIA. • Review documentation • Observe room practice • Monitor progress throughout the Professional Experience • Provide written and verbal feedback to the Pre-service Teacher • Liaise with Mentor Teacher and Centre Manager • Determine progress at the interim stage and consult with the Mentor Teacher • Complete an <i>Interim Report</i> via SONIA and confirm that the Pre-service Teacher has access to this. Contact Unit Coordinator if Pre-service Teacher is identified as “at risk” or “significant concerns” in the <i>Interim Report</i> • Identify Pre-service Teachers requiring a confirmatory visit and complete relevant documentation • Determine the final grade for the Professional Experience in consultation with the Mentor Teacher • Complete the <i>Final Evaluation Form</i> and <i>Overall Results Form</i> via SONIA.
Mentor Teachers (MT)	• Mentor Pre-service Teachers • Model best practice and guide Pre-service Teacher in achieving their potential in all criteria for assessment. • Meet regularly with Pre-service Teacher to discuss assessment criteria using the <i>Monitoring Tool</i> • Guide Pre-service Teacher in setting realistic and achievable goals to meet criteria for assessment • Support Pre-service Teacher in their professional experience to ensure their health and well-being • Provide regular written and verbal feedback • Complete <i>Distributed Days Feedback Form</i> via link provided to provide feedback to US. Consult with US when necessary. • Complete a <i>Mentor Teacher Checklist</i> prior to <i>Interim Report</i> to provide feedback for the Pre-service Teacher and University Supervisor. • Complete <i>Final Evaluation Form</i> via link provided to provide feedback to US. ** Links to the Assessment forms will be emailed to Mentor Teachers just prior to the commencement of the Professional Experience.

ASSESSMENT TIMELINE

Distributed Days	Distributed Day Visit (Distributed Day 3, 4 or 5)	US meets with Pre-service Teacher to review documentation, expectations and room visit schedule.
	Distributed Days Feedback Form due on the final Distributed Day	- MT completes the <i>Distributed Days Feedback Form</i> via the link provided so the US can view it. - US completes the <i>Distributed Days Feedback Form</i>. - Pre-service Teacher acknowledges the <i>Distributed Days Feedback Form</i> once released in SONIA.
Week 1-2	Room Visit 1	US observes a learning experience, provides written feedback to Pre-service Teacher, reviews all documentation, including Monitoring Tool, liaises with MT and Centre Manager.
Week 3	Interim Report due Friday of Week 3	- MT completes <i>Mentor Teacher Checklist</i> for Pre-service Teacher and University Supervisor by Wednesday of Week 3. <i>Interim Report</i> completed via SONIA by University Supervisor, in consultation with MT and Centre Manager. - Pre-service Teacher acknowledges the <i>Interim Report</i> once released in SONIA.
Week 4	Room Visit 2	US observes a learning experience, provides written feedback to Pre-service Teacher, reviews all documentation (including Monitoring Tool), liaises with MT and Centre Manager.
	Confirmatory Request due Thursday Week 4	If the Pre-service Teacher is at risk of not meeting the standard required to achieve the Graduate level, then the University Supervisor, in consultation with the Mentor Teacher, Centre Manager and Professional Experience Unit Coordinator will request a Confirmatory Visit.
Week 5-6	Room Visit 3 (Week 5 or 6)	- Confirmatory process commences (if applicable). - US observes a learning experience, provides written feedback to Pre-service Teacher, reviews all documentation (including Monitoring Tool), liaises with MT and Centre Manager.
Week 7	Final Evaluation and Overall Results Forms due Friday – final day of placement <i>(not applicable for Pre-service Teachers undergoing a confirmatory process)</i>	- MT to complete the <i>Final Evaluation Form</i> via the link provided by Tuesday of the final week. - US completes the <i>Final Evaluation Form</i> and then the <i>Overall Results form</i> by Wednesday of the final week and advises MT it is available to view. - US submits the <i>Final Evaluation Form</i> and the <i>Overall Results Form</i> on the final Friday of the Professional Experience. - Forms will be released to Pre-service Teachers at 4pm on the Wednesday after the last day of placement and Pre-service Teacher acknowledges the <i>Final Evaluation & Overall Results Forms</i> once released in SONIA.

Meeting the Requirements

Mentor Teachers and Pre-service Teachers are advised to meet regularly (preferably on a weekly basis) to discuss the progress of the Pre-service Teacher 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 Pre-service Teacher on criteria which may still need to be demonstrated or refined. It is also recommended that Pre-service Teachers use the Monitoring Tool for self-monitoring.

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

GRADE DESCRIPTORS	
Fail	To be assessed at a Fail grade, the Pre-service Teacher has been assessed as Fail in at least one of the criteria within the Standards and ECU Professional Requirements and therefore does not meet the requirements of the Professional Experience.
Graduate	To be assessed at a Graduate level , the Pre-service Teacher demonstrates achievement in all Standards and possesses the requisite knowledge and skills to plan for and manage learning programs for children. A Graduate Pre-service Teacher is able to engage children in sequences of purposeful and appropriate experiences to promote learning.
Highly Competent Graduate	To be assessed as a Highly Competent Graduate , the Pre-service Teacher 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 Pre-service Teacher independently designs engaging and meaningful programs to provide enrichment in the room.
Outstanding Graduate	To be assessed as an Outstanding Graduate , the Pre-service Teacher demonstrates an exceptional standard of achievement in all Standards and possesses the requisite knowledge and skills to plan for and manage learning programs and children. An Outstanding Pre-service Teacher 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.