



Charles Sturt  
University

## Application for Reduction of Placement Days – EPT326 Employer Eligibility Assessment

Student Details			
Name:			
Student Number:			
Email:			
Semester:	e.g. 202430 or 60 or 90		
Service/Employer/Director Details			
Employer/Manager/ Director Name:			
Name of Service:			
Email:		Phone No:	
Employer/Manager Position:			
<b>DIRECTOR/MANAGER TO COMPLETE</b>			
I _____ (Name) certify that the student named above has performed the role of _____ for an accumulated period of 12 months or more in this role, within the last ten years.			
Period in performing the above role from _____ to _____			
I certify that the student has achieved the knowledge and professional application of the Australian Professional Standards for Teachers at the following ratings (Rate 1 - low to 5 high) <b>NOTE: – It in NOT necessary to score 5 in ALL standards to be approved-Lower ratings will be addressed through Professional Goals during this placement</b>			
STANDARD	FOCUS	POSSIBLE INDICATORS	RATING
<b>Standard 1 – Know students and how they learn</b>	1.1 Physical, social, and intellectual development, and characteristics of students	<ul style="list-style-type: none"> <li>Records children's learning and development in an appropriate manner that shows an individual child's learning journey</li> <li>Identifies achievable learning goals for children based on EYLF Outcomes</li> <li>Demonstrates a developing awareness of planning play and learning experiences that respond to children's diverse learning abilities</li> </ul>	
	1.2. Understand how students learn.	<ul style="list-style-type: none"> <li>Identifies current research and theory about how children learn and the implications for teaching</li> <li>Plans for learning and play experiences demonstrate developing knowledge of a range of pedagogies that draw on the principles and practices of the EYLF</li> </ul>	

	1.3. Students with diverse linguistic, cultural, religious, and socioeconomic backgrounds	<ul style="list-style-type: none"> <li>Shows an awareness of the need to plan for learning and play experiences that take account of child diversity</li> <li>Is aware that early childhood services have programs and policies relating to inclusivity</li> <li>Displays cultural sensitivity through use of resources and provisions for play that are inclusive of diversity</li> </ul>	
	1.4. Strategies for teaching Aboriginal and Torres Strait Islander students	<ul style="list-style-type: none"> <li>Acknowledges and is respectful of diversity in children of Aboriginal and Torres Strait Islander background</li> </ul>	
	1.5. Differentiate teaching to meet the specific learning needs of students across the full range of abilities	<ul style="list-style-type: none"> <li>Is aware of the need to plan for learning and play experiences that meet the individual needs and strengths of children across the full range of abilities</li> <li>Care routines respond to the specific learning and development needs of children across the full range of abilities</li> </ul>	
	1.6. Strategies to support full participation of students with disability	<ul style="list-style-type: none"> <li>Seeks advice from appropriate personnel to develop learning and play experiences that support children with different disabilities</li> <li>Encourages a respectful classroom environment where all children are valued and provided with equitable access to learning opportunities</li> </ul>	
<b>Standard 2 – Know the content and how to teach it</b>	2.1. Content and teaching strategies of the teaching area	<ul style="list-style-type: none"> <li>Explores a variety of teaching and learning strategies that scaffold and extend children's learning</li> <li>Plans for learning and play experiences incorporate specific content areas such as language and literacy, mathematics, science concepts, creativity and the arts, physical activity</li> </ul>	
	2.2. Content selection and organisation	<ul style="list-style-type: none"> <li>Plans for learning and play experiences are clear, logical and reflect the holistic nature of young children's learning</li> <li>Plans for learning and play experiences support the progression of children's learning</li> </ul>	
	2.3. Curriculum, assessment, and reporting	<ul style="list-style-type: none"> <li>Plans for learning and play experiences reflect the outcomes of the EYLF</li> <li>A range of observations and formative/summative assessments of children's learning are used as the basis for future planning</li> </ul>	
	2.4. Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	<ul style="list-style-type: none"> <li>Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander children and their heritage</li> <li>Provision of materials for learning and play experiences sensitively reflect contemporary perspectives of Aboriginal and Torres Strait Islander cultures</li> </ul>	
	2.5. Literacy and numeracy strategies	<ul style="list-style-type: none"> <li>Plans for learning and play experiences include everyday language and literacy concepts and encourage children to be effective communicators in a range of ways</li> <li>Plans for learning and play experiences include everyday numeracy concepts and expose children to mathematical language</li> </ul>	
	2.6. Information and Communication Technology (ICT)	<ul style="list-style-type: none"> <li>Demonstrates an understanding of how ICT can support children's thinking and learning across a range of learning experiences</li> <li>Use of ICT is relevant to the age and interests of the children</li> </ul>	
	<b>Standard 3 – Plan for and implement effective teaching and learning</b>	3.1. Establish challenging learning goals	<ul style="list-style-type: none"> <li>Identifies clear and appropriate learning goals with respect to EYLF documentation and specific learning needs of children</li> <li>Reflects on the effectiveness of learning goals in providing achievable challenges for children that extend learning and play</li> </ul>
3.2. Plan, structure, and sequence learning programs		<ul style="list-style-type: none"> <li>Plans for learning and play experiences show evidence of the planning cycle and respond to children's current knowledge, ideas, abilities and interests</li> <li>Reflects on how children have responded to the planned learning and play experiences</li> <li>Takes into account the supervising teacher's feedback in relation to content and child management to plan future child learning</li> </ul>	
3.3. Use teaching strategies.		<ul style="list-style-type: none"> <li>Plans for learning and play experiences incorporate a range of learning and teaching strategies that link to EYLF learning outcomes</li> <li>Records of learning demonstrate the use of effective questioning and/or discussion techniques to support shared thinking</li> <li>Shows awareness that care routines can include plans for learning and strategies to support increasing autonomy and independence</li> </ul>	
3.4. Select and use resources		<ul style="list-style-type: none"> <li>Plans for learning and play experiences demonstrate appropriate selection of resources to engage children in meaningful learning across a wide range of experiences</li> </ul>	

		<ul style="list-style-type: none"> <li>• Provides an environment with a broad range of resources that enable children to make choices in learning and play</li> <li>• Provides appropriate learning opportunities in both the indoor and outdoor environments</li> </ul>	
	3.5. Use effective classroom communication	<ul style="list-style-type: none"> <li>• Uses grammatically acceptable and precise language</li> <li>• Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the children's age</li> <li>• Uses a range of communication strategies to engage children in care routines and transitions</li> </ul>	
	3.6. Evaluate and improve teaching programs	<ul style="list-style-type: none"> <li>• Reflects on feedback from children and colleagues about learning and play experiences to inform future planning and to improve pedagogy</li> <li>• Plans for learning and play are appropriately linked to child observational data and/or lesson evaluations</li> </ul>	
	3.7. Engage parents/carers in the educative process	<ul style="list-style-type: none"> <li>• Communicates effectively with parents/carers in the classroom</li> <li>• Explores established structures in the service to encourage parents/carers to be involved in service activities</li> <li>• Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers</li> <li>• Describes strategies for involving parents/carers in the educative process</li> </ul>	
<b>Standard 4 – Create and maintain supportive and safe learning environments</b>	4.1. Support student participation	<ul style="list-style-type: none"> <li>• Discusses, trials and reflects on the success of strategies for guiding children's behaviour to support child participation in activities</li> <li>• Uses intentional strategies that promote in children respect for others, working together, resolving differences, and acknowledging the rights of self and others</li> </ul>	
	4.2. Manage classroom activities	<ul style="list-style-type: none"> <li>• Plans for learning and play that show a balance of opportunities for child-led and teacher-led play and learning experiences that engage the children</li> <li>• Transitions are smooth and designed to reduce waiting time and congestion</li> </ul>	
	4.3. Manage challenging behaviour	<ul style="list-style-type: none"> <li>• Understands the need to plan or adapt the environment to support positive behaviour</li> <li>• Consistently applies the early childhood setting's policy on behaviour guidance</li> <li>• Remains calm and fair when managing challenging behaviour</li> </ul>	
	4.4. Maintain student safety	<ul style="list-style-type: none"> <li>• Understanding of and adhering to regulations, NQF, service policies and procedures, Child Protection and Work Health and Safety</li> <li>• Understanding of setting-based policy and procedures for reporting</li> <li>• Participation in safety and hazard checklists and risk management accidents and injuries to families</li> </ul>	
	4.5. Use ICT safely, responsibly, and ethically	<ul style="list-style-type: none"> <li>• Discusses strategies for monitoring ICT use to ensure it is safe and purposeful</li> </ul>	
<b>Standard 5 – Assess, provide feedback and report on student learning</b>	5.1. Assess student learning	<ul style="list-style-type: none"> <li>• Conducts formative assessments such as analysed observations, jottings, learning stories or examples of children's representations of their learning</li> <li>• Records of learning demonstrate analysis that links to the learning outcomes of the EYLF</li> <li>• Plans for learning and play experiences reflect observations of children's interests, abilities, and assessment of their learning</li> </ul>	
	5.2. Provide feedback to students on their learning	<ul style="list-style-type: none"> <li>• Engages in spontaneous conversations and/or narration of what and how children are learning</li> <li>• Provides appropriate encouragement to children about their learning</li> </ul>	
	5.3. Make consistent and comparable judgements.	<ul style="list-style-type: none"> <li>• Develops an understanding of assessment approaches and individual child records used in the early childhood setting</li> <li>• Shares individual child observations with educators to support consistent strategies for learning and development</li> </ul>	
	5.4. Interpret student data.	<ul style="list-style-type: none"> <li>• Assessments of children are analysed by drawing on current theory and literature</li> <li>• Evaluations of children's abilities and engagement in experiences are used to develop future learning goals and inform future plans, for learning and play experiences</li> </ul>	
	5.5. Report on student achievement	<ul style="list-style-type: none"> <li>• Is familiar with the range of reporting strategies utilised in the early childhood setting to share information with children and parents/carers</li> </ul>	
<b>Standard 6 – Engage in professional learning</b>	6.1. Demonstrate an understanding of the role of the Australian Professional	<ul style="list-style-type: none"> <li>• Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice</li> </ul>	

	Standards for Teachers in identifying professional learning needs	<ul style="list-style-type: none"> <li>Engages in self-reflection about aspects of professional knowledge, practice and engagement</li> <li>Identifies personal learning goals in relation to the standards</li> </ul>	
	6.2. Understand the relevant and appropriate sources of professional learning for teachers	<ul style="list-style-type: none"> <li>Is familiar with appropriate sources of professional learning targeted to early childhood services</li> <li>Seeks opportunity within the early childhood service for professional learning through discussions with staff or reading professional magazines/journals</li> </ul>	
	6.3. Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	<ul style="list-style-type: none"> <li>Receives constructive feedback in a positive and professional manner</li> <li>Acts promptly in applying feedback to improve teaching practices</li> </ul>	
	6.4. Demonstrate an understanding of the rationale for continued professional learning and the implications for improved child learning	<ul style="list-style-type: none"> <li>Participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources</li> <li>Reflects on own teaching and seeks advice on ways to develop professionally and improve performance</li> </ul>	
<b>Standard 7 – Engage professionally with colleagues, parents/carers and the community</b>	7.1. Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	<ul style="list-style-type: none"> <li>Behaves ethically and respects the confidentiality of child and service information</li> <li>Communicates effectively and interacts professionally with colleagues</li> <li>Reflects on personal and professional ethical practice</li> </ul>	
	7.2. Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to the education setting	<ul style="list-style-type: none"> <li>Seeks out evacuation procedures and management of children's health needs e.g., dietary restrictions</li> <li>Complies with relevant legislative, administrative, and organisational policies and processes</li> </ul>	
	7.3. Understand strategies for working effectively, sensitively and confidentially with parents/carers	<ul style="list-style-type: none"> <li>Employs appropriate and respectful professional communication with staff, visitors, parents, and carers</li> <li>Describes strategies for working effectively with parents/carers</li> </ul>	
	7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice	<ul style="list-style-type: none"> <li>Shows willingness to participate with staff in a range of activities</li> <li>Describes how external professionals and community representatives can help to enhance teachers' knowledge and practice</li> </ul>	

**Evidence to be uploaded to InPlace Self Application by Teacher Education Student**

Resume

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**NB:** Notification of approval will be sent to the student via email upon the processing of this application.

**Director/Manager of Service**

<b>DATE:</b>	<b>Signature:</b>
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