

Pre-service Teacher:		Student ID Number:	
Site:		Year level taught:	
<p>For satisfactory completion of this Professional Experience, the pre-service teachers should demonstrate they have met the given Australian Professional Standards for Teachers standards at a developing level for pre-service teachers. Please complete all sections of the report –including an assessment grade and written feedback in each section, an overall result, a signature and the acknowledgement that the number of days has been completed.</p>		Specialisation:	
		<p>This report must be completed on day 20. (This section must be completed in full)</p>	
Not developing adequately (ND), Developing adequately (D), Well developed (WD)			
Section 1: Planning Effectively – Preparation for Teaching	Result		Written Feedback
<p>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <ul style="list-style-type: none"> Eg. Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning. <p>1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> <ul style="list-style-type: none"> Eg. Records detailed observations of differentiated teaching practice and demonstrates reflections that show a professional and theoretical knowledge of the importance of catering for diverse learners. <p>1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</p> <ul style="list-style-type: none"> Eg. Is aware of the need to differentiate teaching to meet the different learning needs of all students. <p>2.2 Organise content into an effective learning and teaching sequence.</p> <ul style="list-style-type: none"> Eg. Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons/learning experiences that demonstrates an understanding of the need for scaffolding learning. <p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <ul style="list-style-type: none"> Eg. Uses relevant curriculum documents in designing to develop a sequence of lessons/learning experiences. <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <ul style="list-style-type: none"> Eg. Uses teaching and learning strategies that demonstrate an understanding of how the development of students' literacy and numeracy skills can be aided. <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <ul style="list-style-type: none"> Eg. Sets learning goals for individuals and classes based on curriculum documents and an understanding of individual students. <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <ul style="list-style-type: none"> Eg. Plans a lesson sequence (3 lessons) that incorporates a range of teaching and learning strategies that develop learners' understandings and/or skill development, in consultation with the supervising teacher. 	ND	D	WD
Overall assessment of this section	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2: Teaching Effectively – Enactment of Teaching	Result			Written Feedback
<p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <ul style="list-style-type: none"> Eg. Articulates and explains the lesson content effectively to students and can appropriately answer content-related questions from students. <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <ul style="list-style-type: none"> Eg. Plans for the use of digital tools and resources to engage students and promote student learning. <p>3.3 Include a range of teaching strategies.</p> <ul style="list-style-type: none"> Eg. Trials a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these. <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <ul style="list-style-type: none"> Eg. Utilises knowledge of students’ strengths, needs and interests in the appropriate selection of resources, including ICT tools, which will promote student learning. <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> <ul style="list-style-type: none"> Eg. Moves beyond vocal and facial expression and gestures to demonstrating effective questioning skills to support student learning and engagement <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.</p> <ul style="list-style-type: none"> Eg. Evaluates own lessons and teaching sequences to promote student learning. <p>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p> <ul style="list-style-type: none"> Eg. Receives constructive feedback in a positive and professional manner and acts upon it promptly. 	ND	D	WD	
Overall assessment of this section	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Section 3: Managing Effectively – Create safe and supportive learning environments	Result			Written Feedback
<p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <ul style="list-style-type: none"> Eg. Discusses strategies with the supervising teacher and trials some of these. <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <ul style="list-style-type: none"> Eg. Reinforces established classroom rules, routines and expectations to effectively manage the learning environment and transitions <p>4.3 Demonstrate knowledge of practical approaches to manage challenging behavior.</p> <ul style="list-style-type: none"> Eg. Supports appropriate behavior through the use of preventative, supportive and corrective strategies 	ND	D	WD	
Overall assessment of this section	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Section 4: Assessing and recording learning		Result			Written Feedback	
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. <ul style="list-style-type: none"> Eg. Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred. 		ND	D	WD		
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. <ul style="list-style-type: none"> Eg. Uses oral and written communication to provide feedback to students about their learning. 						
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. <ul style="list-style-type: none"> Eg. Considers the types of evidence required to effectively evaluate student learning. 						
Overall assessment of this section						
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Section 5: Professional conduct		Result			Written Feedback	
4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements. <ul style="list-style-type: none"> Eg. Implements strategies that demonstrate an understanding of requirements related to students' wellbeing. 		ND	D	WD		
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"> Eg. Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students. 						
7.2 Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage. <ul style="list-style-type: none"> Eg. Can describe how school/system organisational processes and policies applies to own conduct and practice. 						
Overall assessment of this section						
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Professional Experience Progress		Supervising Teacher Name:			Signature:	
Unsatisfactory	Satisfactory				Date:	
<input type="checkbox"/>	<input type="checkbox"/>	QUT Pre-Service Teacher Name:			Signature:	
					Date:	
A pre-service teacher must receive only developing adequately (D) or well developed (WD) in <u>each</u> overall section to be deemed as satisfactory for the Professional Experience.		Site Coordinator Name:			Signature:	
					Date:	
		Name of Unit Tutor:				
Distribution once signed: <u>Original</u> to Pre-service Teacher; <u>Copy</u> uploaded to InPlace by Pre-service Teacher on day 20; <u>Copy</u> retained by School.						