

**Professional Experience: Informing Professional Practice  
Kindergarten – 15 days**

<b>Pre-service Teacher:</b>		<b>Student ID Number:</b>			
<b>Site:</b>		<b>Year level taught:</b>			
<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 <b>developing</b> 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>		<b>Age Range:</b>			
		<p>This report must be completed on day 15. (This section must be completed in full)</p>			
<b>Not developing adequately (ND), Developing adequately (D), Well developed (WD)</b>					
<b>Section 1: Planning Effectively – Preparation for Teaching</b>		<b>Result</b>			<b>Written Feedback</b>
		<b>ND</b>	<b>D</b>	<b>WD</b>	
<p><b>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</b></p> <ul style="list-style-type: none"> <li>Eg. Writes detailed observations and analyses of children’s learning and development.</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>Eg. Demonstrates culturally responsive interactions and intentional teaching strategies when working with children and families.</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>Eg. Demonstrates knowledge of and responds to children’s non-verbal and verbal cues.</li> </ul> <p><b>2.2 Organise content into an effective learning and teaching sequence.</b></p> <ul style="list-style-type: none"> <li>Eg. Plans effective learning experiences that are responsive to children’s interests.</li> </ul> <p><b>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</b></p> <ul style="list-style-type: none"> <li>Eg. Analyses of children’s learning and development informs the development of effective learning experiences.</li> </ul> <p><b>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</b></p> <ul style="list-style-type: none"> <li>Eg. Analyses of children’s learning and development informs learning goals for individual children and small groups.</li> </ul> <p><b>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</b></p> <ul style="list-style-type: none"> <li>Eg. Learning experience plans are informed by observations of children and how they learn.</li> </ul>					
<b>Overall assessment of this section</b>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Section 2: Teaching Effectively – Enactment of Teaching	Result			Written Feedback
<p><b>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</b></p> <ul style="list-style-type: none"> <li>Eg. Trials the use of some teaching strategies to engage children in relevant learning experiences.</li> </ul> <p><b>3.3 Include a range of teaching strategies.</b></p> <ul style="list-style-type: none"> <li>Eg. Implements some teaching strategies to support children’s learning.</li> </ul> <p><b>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</b></p> <ul style="list-style-type: none"> <li>Eg. Uses a range of resources, including ICT, to engage children in learning.</li> </ul> <p><b>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</b></p> <ul style="list-style-type: none"> <li>Eg. Uses voice, facial expression, gestures, physical movement and visual cues to engage children in learning.</li> </ul> <p><b>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.</b></p> <ul style="list-style-type: none"> <li>Eg. Engages in reflective conversations with co-educators that evaluates documentation and practice.</li> </ul> <p><b>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</b></p> <ul style="list-style-type: none"> <li>Eg. Seeks, receives and applies constructive feedback in a positive and professional manner.</li> </ul>	ND	D	WD	
<b>Overall assessment of this section</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Section 3: Managing Effectively – Create safe and supportive learning environments	Result			Written Feedback
<p><b>3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.</b></p> <ul style="list-style-type: none"> <li>Eg. Writes detailed observations and reflections on strategies used to engage parents/carers.</li> </ul> <p><b>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</b></p> <ul style="list-style-type: none"> <li>Eg. Implements routines that are responsive to individual children.</li> </ul> <p><b>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</b></p> <ul style="list-style-type: none"> <li>Eg. Demonstrates an ability to use both verbal and non-verbal techniques to manage the learning environment and children’s participation.</li> </ul>	ND	D	WD	
<b>Overall assessment of this section</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Section 4: Assessing and recording learning	Result			Written Feedback
<p><b>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</b></p> <ul style="list-style-type: none"> <li>Eg. Uses a range of observational and theoretical tools to assess children’s learning and development.</li> </ul> <p><b>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</b></p> <ul style="list-style-type: none"> <li>Eg. Analyses and reflects on children’s learning and development to inform future planning.</li> </ul>	ND	D	WD	
<b>Overall assessment of this section</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Section 5: Professional conduct					
<p><b>4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.</b></p> <ul style="list-style-type: none"> <li>Eg. Identify and work within system, curriculum and legislative requirements that support children's wellbeing and safety.</li> </ul> <p><b>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</b></p> <ul style="list-style-type: none"> <li>Eg. Applies key principles of codes of conduct and ethics for teachers via high level personal presentation, professional communication and conduct and awareness of duty of care.</li> </ul> <p><b>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</b></p> <ul style="list-style-type: none"> <li>Eg. Acts appropriately according to system organisational policies and processes.</li> </ul> <p><b>7.3 Engage with parents/carers</b></p> <ul style="list-style-type: none"> <li>Eg. Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language.</li> </ul>		ND	D	WD	
Overall assessment of this section		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Professional Experience Progress</b>		Supervising Teacher Name:		Signature:	
				Date:	
<b>Unsatisfactory</b>  <input type="checkbox"/>	<b>Satisfactory</b>  <input type="checkbox"/>	QUT Pre-Service Teacher Name:		Signature:	
				Date:	
<p>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.</p>		Site Coordinator Name:		Signature:	
				Date:	
		Name of Unit Tutor:			
<p>Distribution once signed: <u>Original</u> to Pre-service Teacher; <u>Copy</u> to be uploaded to InPlace &amp; Canvas by Pre-service Teacher; <u>Copy</u> retained by Centre.</p>					