

**Professional Experience: Consolidating Professional Practice  
Kindergarten – 20 Days**

<b>Pre-service Teacher:</b>	<b>Student ID Number:</b>
<b>Site:</b>	<b>Year level taught:</b>
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.	This report must be completed on day 20.
	<b>Supervising Teacher Comments</b>

**Not developing adequately (ND), Developing adequately (D), Well developed (WD)**

<b>Section 1: Planning Effectively – Preparation for Teaching</b>	<b>Result</b>			<b>Written Feedback</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. Demonstrates an understanding of the relevance of responding to students’ individual characteristics and developmental stage through the use of modifications in lessons and assessments for individuals and groups of students.</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. Plans for and respects the diversity of all students in the classroom and makes connections between aspects of a lesson and student’s own contexts.</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, through lesson plans, an appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels.</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. Shows an ability to link to students’ prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence including effective, orientating, enhancing and synthesising phases.</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. Uses relevant curriculum documents to develop a sequence of lessons/learning experiences. These should demonstrate an understanding of the related assessment tasks and the monitoring of student learning in relation to these.</li> </ul> <p><b>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</b></p> <ul style="list-style-type: none"> <li>Eg. Uses explicit teaching and/or modeling of literacy or numeracy skills.</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. Develops a sequence of lessons with explicit, challenging and achievable learning goals.</li> </ul>	ND	D	WD	

<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. Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.</li> </ul>				
<b>Overall assessment of this section</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Section 2: Teaching Effectively – Enactment of Teaching</b>	<b>Result</b>			<b>Written Feedback</b>
<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. Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents.</li> </ul> <p><b>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</b></p> <ul style="list-style-type: none"> <li>Eg. Uses digital resources and tools to support and enhance student learning.</li> </ul> <p><b>3.3 Include a range of teaching strategies.</b></p> <ul style="list-style-type: none"> <li>Eg. Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.</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 and ICTs that target students’ interests and learning needs.</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 questioning and feedback to correct misconceptions and support learning of all students.</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. Uses student assessment data and reflection on lessons taught to inform future planning.</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. Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.</li> </ul>	ND	D	WD	
<b>Overall assessment of this section</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Section 3: Managing Effectively – Create safe and supportive learning environments</b>	<b>Result</b>			<b>Written Feedback</b>
<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. Uses a range of strategies to promote the participation of all students in an activity.</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. Uses clear instructions, established rules and expectations and organised routines to support transitions and activities, including effective time scheduling.</li> </ul> <p><b>4.3 Demonstrate knowledge of practical approaches to manage challenging behavior.</b></p> <ul style="list-style-type: none"> <li>Eg. Use of essential skills to support on-task behaviour and prevent and correct off-task behaviour.</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 planned assessment strategy to collect information on student learning progression.</li> </ul> <p><b>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</b></p> <ul style="list-style-type: none"> <li>Eg. Use of feedback that corrects misconceptions and extends students' progression towards meeting the desired learning goal.</li> </ul> <p><b>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</b></p> <ul style="list-style-type: none"> <li>Eg. Shows an understanding, through observation notes and reflections, of how assessment is moderated to ensure consistent and comparable judgements are made.</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. Use of planned questions/activities that allow for a check of student understanding in order to respond to their learning needs.</li> </ul> <p><b>5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement.</b></p> <ul style="list-style-type: none"> <li>Eg. Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.</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. Records student attendance, absence and safety concerns as required.</li> </ul> <p><b>4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</b></p> <ul style="list-style-type: none"> <li>Eg. Understands strategies which promote safe, responsible and ethical use of ICT.</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 through a high level of personal presentation, professional communication and conduct and appropriate interactions with students.</li> </ul> <p><b>7.2 Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.</b></p> <ul style="list-style-type: none"> <li>Eg. Applies school/system organisational processes and polices to own conduct and practice and understands mandatory reporting requirements.</li> </ul> <p><b>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</b></p> <ul style="list-style-type: none"> <li>Eg. Demonstrates a willingness to participate with school staff in a range of activities.</li> </ul>	ND	D	WD	
<b>Overall assessment of this section</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<b>Section 6: Primary Specialisation Progress</b>				
N/A				
<b>Professional Experience Result</b>  <b>Unsatisfactory</b> <b>Satisfactory</b> <input type="checkbox"/> <input type="checkbox"/>		<b>Supervising Teacher:</b>	<b>Name:</b>	<b>Signature:</b>
				<b>Date:</b>
		<b>QUT Pre-Service Teacher:</b>	<b>Name:</b>	<b>Signature:</b>
				<b>Date:</b>
<b>A pre-service teacher must receive only developing adequately (D) or well developed (WD) in <u>each</u> section to be deemed as satisfactory overall for the Professional Experience.</b>		<b>Site Coordinator:</b>	<b>Name:</b>	<b>Signature:</b>
		<b>Name of University Partner:</b>		
<b>Distribution once signed: <u>Original</u> to Pre-service Teacher; <u>Copy</u> uploaded by Pre-service Teacher to Blackboard; <u>Copy</u> retained by School.</b>				