

**Professional Experience: Informing Professional Practice
20 days**

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>		This report must be completed on day 10.		
		Supervising Teacher Comments		
Not developing adequately (ND), Developing adequately (D), Well developed (WD)				
Section 1: Planning Effectively – Preparation for Teaching	Result			Written Feedback
	ND	D	WD	
<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. 				
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.Eg. Receives constructive feedback in a positive and professional manner and acts upon it promptly.</p>	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	
<p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <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. <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <ul style="list-style-type: none"> Eg. Uses oral and written communication to provide feedback to students about their learning. <p>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p> <ul style="list-style-type: none"> Eg. Considers the types of evidence required to effectively evaluate student learning. 		ND	D	WD		
Overall assessment of this section		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Section 5: Professional conduct						
<p>4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.</p> <ul style="list-style-type: none"> Eg. Implements strategies that demonstrate an understanding of requirements related to students' wellbeing. <p>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> <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. <p>7.2 Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.</p> <ul style="list-style-type: none"> Eg. Can describe how school/system organisational processes and polices applies to own conduct and practice. 		ND	D	WD		
Overall assessment of this section		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Professional Experience Progress		Supervising Teacher:		Name:		Signature:
		Unsatisfactory <input type="checkbox"/> Satisfactory <input type="checkbox"/>		Name:		Date:
If Unsatisfactory Progress is occurring then a Student Action Plan <u>must</u> be implemented immediately.		QUT Pre-Service Teacher:		Name:		Signature:
		Name of University Partner:				Date:
		Site Coordinator:		Name:		Signature:
						Date:
Distribution once signed: <u>Original</u> to Pre-service Teacher; <u>Copy</u> sent by Pre-service Teacher to University Partner; <u>Copy</u> retained by School.						