

**Professional Experience: Informing Professional Practice  
20 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>		This report must be completed on day 20.		
		<b>Supervising Teacher Comments</b>		
<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>
	ND	D	WD	
<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 awareness of students’ needs including the range of ways students learn as evidenced in approaches to lesson planning.</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. 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.</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. Is aware of the need to differentiate teaching to meet the different learning needs of all students.</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. 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.</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 in designing to develop a sequence of lessons/learning experiences.</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 teaching and learning strategies that demonstrate an understanding of how the development of students’ literacy and numeracy skills can be aided.</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. Sets learning goals for individuals and classes based on curriculum documents and an understanding of individual students.</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. 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.</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. Articulates and explains the lesson content effectively to students and can appropriately answer content-related questions from students.</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. Plans for the use of digital tools and resources to engage students and promote student learning.</li> </ul> <p><b>3.3 Include a range of teaching strategies.</b></p> <ul style="list-style-type: none"> <li>Eg. Trials a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these.</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. Utilises knowledge of students’ strengths, needs and interests in the appropriate selection of resources, including ICT tools, which will promote student 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. Moves beyond vocal and facial expression and gestures to demonstrating effective questioning skills to support student learning and engagement</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. Evaluates own lessons and teaching sequences to promote student learning.</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. Receives constructive feedback in a positive and professional manner and acts upon it promptly.</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>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</b></p> <ul style="list-style-type: none"> <li>Eg. Discusses strategies with the supervising teacher and trials some of these.</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. Reinforces established classroom rules, routines and expectations to effectively manage the learning environment and transitions</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. Supports appropriate behavior through the use of preventative, supportive and corrective strategies</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. Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.</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. Uses oral and written communication to provide feedback to students about their learning.</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. Considers the types of evidence required to effectively evaluate student learning.</li> </ul>		ND	D	WD		
Overall assessment of this section		<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. Implements strategies that demonstrate an understanding of requirements related to students' wellbeing.</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. Can describe how school/system organisational processes and polices applies to own conduct and practice.</li> </ul>		ND	D	WD		
Overall assessment of this section		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<b>Professional Experience Result</b>		Supervising Teacher:		Name:	Signature:	
		Unsatisfactory <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	QUT Pre-Service Teacher:		Name:
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.		Site Coordinator:		Name:	Signature:	
		Name of University Partner:				
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.						