

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 <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>		<p><b>This report must be completed on day 7.</b> (If PST has been absent, this report must be completed once they have attended 7 full days of placement)</p>	
		Supervising Teacher Comments	
Not developing adequately (ND), Developing adequately (D), Well developed (WD)			
Section 1: Planning Effectively – Preparation for Teaching		Result	
<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 reflections that demonstrate theoretical knowledge about how students learn.</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. Writes detailed plans for an individual lesson/learning experience that demonstrates an understanding of how content should be best organised to aid optimal student learning.</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. Writes clear learning objectives for each learning experience/ lesson that shows an understanding of students and their differing abilities.</li> </ul>		<div>ND</div> <div>D</div> <div>WD</div>	
Overall assessment of this section		<div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div>	
Section 2: Teaching Effectively – Enactment of Teaching		Result	
<p><b>3.3 Include a range of teaching strategies.</b></p> <ul style="list-style-type: none"> <li>Eg. Trials the use of a limited range of teaching strategies that support student learning and skill development.</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. Trials the use of some learning resources, including ICT, that engage students in their 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 facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their 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.</li> </ul>		<div>ND</div> <div>D</div> <div>WD</div>	
Overall assessment of this section		<div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div>	

Section 3: Managing Effectively – Create safe and supportive learning environments		Result			Written Feedback	
<b>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</b> <ul style="list-style-type: none"> <li>Eg. Observes others' teaching practices and records strategies used to actively engage students in their learning.</li> </ul> <b>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</b> <ul style="list-style-type: none"> <li>Eg. Introduces and manages short activities/transitions through the use of clear instructions and explanations.</li> </ul> <b>4.3 Demonstrate knowledge of practical approaches to manage challenging behavior.</b> <ul style="list-style-type: none"> <li>Eg. Trials the use of preventative, supportive and corrective strategies to support a positive learning environment.</li> </ul>		ND	D	WD		
Overall assessment of this section		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Section 5: Professional conduct						
<b>4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.</b> <ul style="list-style-type: none"> <li>Eg. Implements strategies that demonstrate an understanding of requirements related to students' wellbeing.</li> </ul> <b>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</b> <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> <b>7.2 Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.</b> <ul style="list-style-type: none"> <li>Eg. Can describe how school/system organisational processes and policies 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"/>		
Professional Experience Progress		Supervising Teacher Name:			Signature:	
Unsatisfactory*  <input type="checkbox"/>	Satisfactory  <input type="checkbox"/>	QUT Pre-Service Teacher Name:			Date:	
					Signature:	
*If student receives an Unsatisfactory or an ND (not developing) in any <i>overall assessment of this section</i> , a Student Action Plan <u>must</u> be implemented by the Supervising Teacher & Site Coordinator immediately.		Site Coordinator Name:			Signature:	
					Date:	
		Name of Unit Tutor:				
Distribution once signed: <u>Original</u> to Pre-service Teacher; <u>Copy</u> to be uploaded to InPlace on day 7 by Pre-service Teacher; <u>Copy</u> retained by school.						