QUT Education

Bachelor of Education (Secondary)

Professional Experience: Introduction to Professional Practice

15 days

EUB242 FINAL REPORT

Pre-service Teacher:	**Student ID Number:**
Site:	**Year level taught:**
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.	This report must be completed on day 15.
	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**	
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. • Eg. Writes detailed observations and reflections that demonstrate theoretical knowledge about how students learn. **2.2 Organise content into an effective learning and teaching sequence.** • 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. **3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.** • Eg. Writes clear learning objectives for each learning experience/ lesson that shows an understanding of students and their differing abilities.				
Overall assessment of this section	◯	◯	◯	

Section 2: Teaching Effectively – Enactment of Teaching	**Result**			**Written Feedback**
	ND	**D**	**WD**	
3.3 Include a range of teaching strategies. • Eg. Trials the use of a limited range of teaching strategies that support student learning and skill development. **3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.** • Eg. Trials the use of some learning resources, including ICT, that engage students in their learning. **3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.** • Eg. Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning. **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.				
Overall assessment of this section	◯	◯	◯	

Section 3: Managing Effectively – Create safe and supportive learning environments	Result			Written Feedback
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. • Eg. Observes others' teaching practices and records strategies used to actively engage students in their learning. **4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.** • Eg. Introduces and manages short activities/transitions through the use of clear instructions and explanations. **4.3 Demonstrate knowledge of practical approaches to manage challenging behavior.** • Eg. Trials the use of preventative, supportive and corrective strategies to support a positive learning environment.	ND	D	WD	
Overall assessment of this section	◯	◯	◯	
Section 4: Assessing and recording learning				
N/A				
Section 5: Professional conduct				
4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements. • Eg. Implements strategies that demonstrate an understanding of requirements related to students' wellbeing. **7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.** • 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. **7.2 Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.** • Eg. Can describe how school/system organisational processes and polices applies to own conduct and practice.	ND	D	WD	
Overall assessment of this section	◯	◯	◯	

Section 6: Primary Specialisation Progress		
N/A		

Professional Experience Result		Supervising Teacher:	Name:	Signature:
Unsatisfactory ☐	Satisfactory ☐			Date:
		QUT Pre-Service Teacher:	Name:	Signature:
				Date:
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:
				Date:
		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.