

<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.		<b>Teaching area/s assessed:</b>	
		This report must be completed on day 10. (This section must be completed in full)	
<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>
<b>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</b> <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> <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> <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> <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> <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> <b>2.2 Organise content into an effective learning and teaching sequence.</b> <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> <b>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</b> <ul style="list-style-type: none"> <li>Eg. Uses relevant curriculum documents in designing to develop a sequence of lessons/learning experiences.</li> </ul> <b>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</b> <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> <b>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</b> <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> <b>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</b> <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>	ND	D	WD

Overall assessment of this section		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Section 2: Teaching Effectively – Enactment of Teaching		Result			Written Feedback
<b>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</b> <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> <b>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</b> <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> <b>3.3 Include a range of teaching strategies.</b> <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> <b>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</b> <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> <b>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</b> <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> <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> <ul style="list-style-type: none"> <li>Eg. Evaluates own lessons and teaching sequences to promote student learning.</li> </ul> <b>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</b> <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	
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
<b>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</b> <ul style="list-style-type: none"> <li>Eg. Discusses strategies with the supervising teacher and trials some of these.</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. Reinforces established classroom rules, routines and expectations to effectively manage the learning environment and transitions</li> </ul> <b>4.3 Demonstrate knowledge of practical approaches to manage challenging behavior.</b> <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	
Overall assessment of this section		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Section 4: Assessing and recording learning		Result			Written Feedback	
<b>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</b> <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>		ND	D	WD		
<b>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</b> <ul style="list-style-type: none"> <li>Eg. Uses oral and written communication to provide feedback to students about their learning.</li> </ul>						
<b>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</b> <ul style="list-style-type: none"> <li>Eg. Considers the types of evidence required to effectively evaluate student learning.</li> </ul>						
Overall assessment of this section						
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Section 5: Professional conduct		Result			Written Feedback	
<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>		ND	D	WD		
<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>						
Overall assessment of this section						
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Professional Experience Progress		Supervising Teacher Name:			Signature:	
Unsatisfactory	Satisfactory				Date:	
<input type="checkbox"/>	<input type="checkbox"/>				QUT Pre-Service Teacher Name:	
					Date:	
*If student receives an Unsatisfactory or an ND (not developing) in any overall assessment of this section, 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: <u>Original</u> to Pre-service Teacher; <u>Copy</u> uploaded InPlace by Pre-service Teacher on day 10; <u>Copy</u> retained by School.						