

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>		Specialisation:			
		<p>This report must be completed on day 10. (this section must be completed in full)</p>			
<p>Not developing adequately (ND), Developing adequately (D), Well developed (WD)</p>					
Section 1: Planning Effectively – Preparation for Teaching		Result			Supervising Teacher/Site Coordinator Comments
<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 understanding of the relevance of responding to students’ individual characteristics and developmental stage through the use of modifications in lessons and assessments for individuals and groups of students. <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. Plans for and respects the diversity of all students in the classroom and makes connections between aspects of a lesson and student’s own contexts. <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. Demonstrates, through lesson plans, an appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. <p>2.2 Organise content into an effective learning and teaching sequence.</p> <ul style="list-style-type: none"> Eg. Shows an ability to link to students’ prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence including effective, orientating, enhancing and synthesising phases. <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 to develop a sequence of lessons/learning experiences. These should demonstrate an understanding of the related assessment tasks and the monitoring of student learning in relation to these. <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 explicit teaching and/or modeling of literacy or numeracy skills. <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 lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing. 		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

<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. Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents. <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <ul style="list-style-type: none"> Eg. Uses digital resources and tools to support and enhance student learning. <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. Develops a sequence of lessons with explicit, challenging and achievable learning goals. <p>3.3 Include a range of teaching strategies.</p> <ul style="list-style-type: none"> Eg. Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed. <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. Uses a range of resources and ICTs that target students' interests and learning needs. <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. Uses questioning, take-up time and feedback to correct misconceptions and support learning of all students. <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. Uses student assessment data and reflection on lessons taught to inform future planning. <p>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p> <ul style="list-style-type: none"> Eg. Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress. 	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. Uses a range of strategies to promote the participation of all students in an activity. <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <ul style="list-style-type: none"> Eg. Uses clear instructions, established rules and expectations and organised routines to support transitions and activities, including effective time scheduling. <p>4.3 Demonstrate knowledge of practical approaches to manage challenging behavior.</p> <ul style="list-style-type: none"> Eg. Use of essential skills to support on-task behaviour and prevent and correct off-task behaviour. 	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. Uses a planned assessment strategy to collect information on student learning progression. <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. Use of feedback that corrects misconceptions and extends students' progression towards meeting the desired learning goal. <p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <ul style="list-style-type: none"> Eg. Shows an understanding, through observation notes and reflections, of how assessment is moderated to ensure consistent and comparable judgements are made. <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. Use of planned questions/activities that allow for a check of student understanding in order to respond to their learning needs. <p>5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement.</p> <ul style="list-style-type: none"> Eg. Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies. 	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. Records student attendance, absence and safety concerns as required. <p>4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p> <ul style="list-style-type: none"> Eg. Understands strategies which promote safe, responsible and ethical use of ICT. <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 organisational policies and processes required for teachers according to school stage.</p> <ul style="list-style-type: none"> Eg. Applies school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements. <p>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p> <ul style="list-style-type: none"> Eg. Demonstrates a willingness to participate with school staff in a range of activities. 	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"/>		Date:
		QUT Pre-Service Teacher Name:	Signature:
			Date:
<p>*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.</p>		Site Coordinator Name:	Signature:
			Date:
		Name of Unit Tutor:	
<p>Distribution once signed: <u>Original</u> to Pre-service Teacher; <u>Copy</u> to be uploaded to InPlace & Canvas by Pre-service Teacher; <u>Copy</u> retained by Centre.</p>			