

<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>Specialisation:</b>	
		This report must be completed on day 20. (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 - Supervising Teacher Comments</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 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.</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. Plans for and respects the diversity of all students in the classroom and makes connections between aspects of a lesson and students' own contexts.</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. Demonstrates, through lesson plans, an appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels.</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 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.</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 explicit teaching and/or modeling of literacy or numeracy skills.</li> </ul> <b>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</b>	ND	D	WD

<ul style="list-style-type: none"> <li>Eg. Develops a sequence of lessons with explicit, challenging and achievable learning goals.</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 lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.</li> </ul>				
<b>Overall assessment of this section</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Section 2: Teaching Effectively – Enactment of Teaching</b>	<b>Result</b>			<b>Written Feedback</b>
<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. Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents.</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. Uses digital resources and tools to support and enhance student learning.</li> </ul> <b>3.3 Include a range of teaching strategies.</b> <ul style="list-style-type: none"> <li>Eg. Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.</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. Uses student assessment data and reflection on lessons taught to inform future planning.</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. 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.</li> </ul> <b>1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds</b> (Please leave blank if unable to assess in the school context) <b>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</b> (Please leave blank if unable to assess in the school context)	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>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</b></p> <ul style="list-style-type: none"> <li>Eg. Uses clear instructions, established rules and expectations and organised routines to support transitions and activities, including effective time scheduling.</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. Use of essential skills and other strategies to support on-task behaviour and prevent and correct off-task behaviour.</li> </ul>	ND	D	WD	
<p align="center"><b>Overall assessment of this section</b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Section 4: Assessing and recording learning	Result			Written Feedback
<p><b>5.2 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>5.3 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 understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</b></p> <ul style="list-style-type: none"> <li>Eg. Shows an understanding, through observation notes and reflections, of how assessment is moderated to ensure consistent and comparable judgements are made.</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. Use of planned questions/activities that allow for a check of student understanding in order to respond to their learning needs.</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>Eg. Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.</li> </ul>	ND	D	WD	
<p align="center"><b>Overall assessment of this section</b></p>	<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. Records student attendance, absence and safety concerns as required.</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>Eg. Understands strategies which promote safe, responsible and ethical use of ICT.</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. Applies school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.</li> </ul> <p><b>7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers</b> (Please leave blank if unable to assess in the school context)</p> <p><b>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</b></p> <ul style="list-style-type: none"> <li>Eg. Demonstrates a willingness to participate with school staff in a range of activities.</li> </ul>		ND	D	WD	
Overall assessment of this section		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Professional Experience Progress</b>		Supervising Teacher Name:		Signature:	
Unsatisfactory	Satisfactory			Date:	
<input type="checkbox"/>	<input type="checkbox"/>	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> overall section to be deemed as satisfactory for the Professional Experience.		Site Coordinator Name:		Signature:	
				Date:	
		Name of Unit Tutor:			
Distribution once signed: <u>Original</u> to Pre-service Teacher; <u>Copy</u> uploaded to InPlace on day 20 by Pre-service Teacher; <u>Copy</u> retained by School.					