

| <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.   |                       | This report must be completed on day 10. |                       |                  |
|   |                       | <b>Supervising Teacher Comments</b>      |                       |                  |
| <b>Not developing adequately (ND), Developing adequately (D), Well developed (WD)</b>   |                       |  |                       |                  |
| Section 1: Planning Effectively – Preparation for Teaching  | Result                |  |                       | Written Feedback |
|   | ND                    | D  | WD                    |                  |
| <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. Demonstrates an awareness of students’ needs including the range of ways students learn as evidenced in approaches to lesson planning.</li> </ul> <p><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></p> <ul style="list-style-type: none"> <li>Eg. Records detailed observations of differentiated teaching practice and demonstrate reflections that show a professional and theoretical knowledge of the importance of catering for diverse learners.</li> </ul> <p><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></p> <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> <p><b>2.2 Organise content into an effective learning and teaching sequence.</b></p> <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> <p><b>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</b></p> <ul style="list-style-type: none"> <li>Eg. Uses relevant curriculum documents in designing to develop a sequence of lessons/learning experiences.</li> </ul> <p><b>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</b></p> <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> <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. Sets learning goals for individuals and classes based on curriculum documents and an understanding of individual students.</li> </ul> <p><b>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</b></p> <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> |                       |  |                       |                  |
| <b>Overall assessment of this section</b>   | <input type="radio"/> | <input type="radio"/>                    | <input type="radio"/> |                  |

| Section 2: Teaching Effectively – Enactment of Teaching   | Result                |                       |                       | Written Feedback |
|---|-----------------------|-----------------------|-----------------------|------------------|
| <p><b>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</b></p> <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> <p><b>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</b></p> <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> <p><b>3.3 Include a range of teaching strategies.</b></p> <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> <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. Utilises knowledge of students’ strengths, needs and interests in the appropriate selection of resources, including ICT tools, which will promote student 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. Moves beyond vocal and facial expression and gestures to demonstrating effective questioning skills to support student learning and engagement</li> </ul> <p><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></p> <ul style="list-style-type: none"> <li>Eg. Evaluates own lessons and teaching sequences to promote student learning.</li> </ul> <p><b>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</b>Eg. Receives constructive feedback in a positive and professional manner and acts upon it promptly.</p> | 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>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</b></p> <ul style="list-style-type: none"> <li>Eg. Discusses strategies with the supervising teacher and trials some of these.</li> </ul> <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. Reinforces established classroom rules, routines and expectations to effectively manage the learning environment and transitions</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. Supports appropriate behavior through the use of preventative, supportive and corrective strategies</li> </ul>   | ND                    | D                     | WD                    |                  |
| <b>Overall assessment of this section</b>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                  |

| Section 4: Assessing and recording learning   |  | Result                                     |  |                          | Written Feedback |            |  |
|---|--|--|--|--------------------------|------------------|------------|--|
| <p><b>5.1 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>5.2 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 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. Considers the types of evidence required to effectively evaluate student learning.</li> </ul>   |  | ND   | D  | WD                       |                  |            |  |
| Overall assessment of this section  |  | <input type="radio"/>                      | <input type="radio"/>                    | <input type="radio"/>    |                  |            |  |
| Section 5: Professional conduct   |  | Result                                     |  |                          | Written Feedback |            |  |
| <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. Implements strategies that demonstrate an understanding of requirements related to students' wellbeing.</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. Can describe how school/system organisational processes and polices 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"/>    |                  |            |  |
| <b>Professional Experience Progress</b>   |  | Supervising Teacher:                       |  | Name:                    |                  | Signature: |  |
|   |  | Unsatisfactory<br><input type="checkbox"/> | Satisfactory<br><input type="checkbox"/> | QUT Pre-Service Teacher: |                  | Name:      |  |
| If Unsatisfactory Progress is occurring then a Student Action Plan <u>must</u> be implemented immediately.  |  | Site Coordinator:                          |  | Name:                    |                  | Signature: |  |
|   |  | Name of University Partner:                |  |                          |                  |            |  |

| Primary Specialisation Progress  |          |                       |          | Result                |                       |                       | Written Feedback |                       |         |
|--|----------|-----------------------|----------|-----------------------|-----------------------|-----------------------|------------------|-----------------------|---------|
| <p>This formative assessment is <u>only</u> for pre-service teachers who are undertaking a Primary Specialisation. Please note a mark of ND in this section does not constitute a fail for the placement or the unit.</p> <p>The pre-service teacher is making satisfactory progress by developing and demonstrating additional depth of understanding in the chosen area of specialisation:</p> |          |                       |          | ND                    | D                     | WD                    |                  |                       |         |
| <input type="radio"/>  | Literacy | <input type="radio"/> | Numeracy |                       |                       |                       |                  | <input type="radio"/> | Science |
| <ul style="list-style-type: none"> <li>• Demonstrate expert content knowledge in their area of specialisation.</li> <li>• Demonstrate pedagogical content knowledge in their area of specialisation.</li> <li>• Demonstrate effective classroom teaching in their area of specialisation.</li> </ul>   |          |                       |          |                       |                       |                       |                  |                       |         |
| Overall assessment of this section   |          |                       |          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                  |                       |         |
| 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.   |          |                       |          |                       |                       |                       |                  |                       |         |