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| 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> | | Teaching area/s assessed: | |
| | | <p>This report must be completed on day 10. (this section must be completed in full)</p> | |
| Not developing adequately (ND), Developing adequately (D), Well developed (WD) | | | |
| Section 1: Planning Effectively – Preparation for Teaching | Result | | Written Feedback- Supervising Teacher 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 students’ 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. 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. <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>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> | ND | D | WD |

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| <ul style="list-style-type: none"> Eg. Develops a sequence of lessons with explicit, challenging and achievable learning goals. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. <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. | | | | |
| Overall assessment of this section | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Section 2: Teaching Effectively – Enactment of Teaching | Result | | | Written Feedback |
| 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. <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. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. <ul style="list-style-type: none"> Eg. Uses digital resources and tools to support and enhance student learning. 3.3 Include a range of teaching strategies. <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. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. <ul style="list-style-type: none"> Eg. Utilises knowledge of students' strengths, needs and interests in the appropriate selection of resources, including ICT tools, which will promote student learning. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. <ul style="list-style-type: none"> Eg. Moves beyond vocal and facial expression and gestures to demonstrating effective questioning skills to support student learning and engagement. 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning. <ul style="list-style-type: none"> Eg. Uses student assessment data and reflection on lessons taught to inform future planning. 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. <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. 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 (Please leave blank if unable to assess in the school context) 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. (Please leave blank if unable to assess in the school context) | 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 |
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| 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. <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. 4.3 Demonstrate knowledge of practical approaches to manage challenging behavior. <ul style="list-style-type: none"> Eg. Use of essential skills and other strategies 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 |
| 5.3 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. <ul style="list-style-type: none"> Eg. Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred. 5.4 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. <ul style="list-style-type: none"> Eg. Uses oral and written communication to provide feedback to students about their learning. 5.5 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. <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. 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. <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. 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. <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"/> | |
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| Section 5: Professional conduct | | Result | | | Written Feedback | |
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| <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 organizational 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>7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers (Please leave blank if unable to assess in the school context)</p> <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"/> | | |
| <div>Professional Experience Progress</div> <div> <div>Unsatisfactory</div> <div>Satisfactory</div> </div> | | Supervising Teacher: | | Name: | | Signature: |
| <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> | | QUT Pre-Service Teacher: | | Name: | | Date: |
| If Unsatisfactory Progress is occurring OR student receives ND in any 'overall assessment of this section' then a Student Action Plan <u>must</u> be implemented immediately. | | Site Coordinator: | | Name: | | Signature: |
| | | Name of Unit Tutor: | | | | Date: |
| Distribution once signed: <u>Original</u> to Pre-service Teacher; <u>Copy</u> uploaded to InPlace on day 10 by Pre-service Teacher; <u>Copy</u> retained by School. | | | | | | |