

Professional Experience: Informing Professional Practice in Early Childhood Contexts - Kindergarten (20 days)

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>		This report must be completed on day 10. (if PST has been absent, this report must be completed once they have attended 10 full days of placement)	
		Supervising Teacher Comments	
Not developing adequately (ND), Developing adequately (D), Well developed (WD)			
Section 1: Planning Effectively – Preparation for Teaching	Result		Written Feedback
<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. Writes detailed observations and analyses of children’s learning and development. <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. Demonstrates culturally responsive interactions and intentional teaching strategies when working with children and families. <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 knowledge of and responds to children’s non-verbal and verbal cues. <p>2.2 Organise content into an effective learning and teaching sequence.</p> <ul style="list-style-type: none"> Eg. Plans effective learning experiences that are responsive to children’s interests and reflect a planning cycle. <p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <ul style="list-style-type: none"> Eg. Analyses of children’s learning and development informs the development of effective learning experiences. <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. Embeds literacy and numeracy teaching strategies within play-based learning experiences <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. Analyses of children’s learning and development informs learning goals for individual children and small groups. <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <ul style="list-style-type: none"> Eg. Demonstrates, through the planning cycle, an ability to design experiences that promote children’s learning. 	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. Implements several teaching strategies to engage children in relevant learning experiences that are responsive to individuals and small groups. <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <ul style="list-style-type: none"> Eg. Plans for the use of digital tools and resources to engage children. <p>3.3 Include a range of teaching strategies.</p> <ul style="list-style-type: none"> Eg. Implements a range of teaching strategies to support children's learning and demonstrates reflection on these. <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. Trials several teaching strategies that support children's learning. <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 voice, facial expression, gestures, physical movement and visual cues to engage children in learning. <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs 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>6.2 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p> <ul style="list-style-type: none"> Eg. Seeks, receives and applies constructive feedback in a positive and professional manner. 	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>3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.</p> <ul style="list-style-type: none"> Eg. Interacts with parents/carers and promotes opportunities for parental input to build connections between home and the centre. <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <ul style="list-style-type: none"> Eg. Implements routines that are responsive to individual children. <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <ul style="list-style-type: none"> Eg. Reinforces established classroom rules, routines and expectations to effectively manage the learning environment and transitions. <p>4.3 Demonstrate knowledge of practical approaches to manage challenging behavior.</p> <ul style="list-style-type: none"> Eg. Trials the use of preventative, supportive and corrective strategies to support a positive learning environment. <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. 	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. Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred. <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. Uses oral and written communication to provide feedback to students about their learning. <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. Considers the types of evidence required to effectively evaluate student learning. <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 				
Overall assessment of this section	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Section 5: Professional conduct	Result			Written Feedback
<p>5.3 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. Identify and work within system, curriculum and legislative requirements that support children's wellbeing and safety. <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 via high level personal presentation, professional communication and conduct and awareness of duty of care. <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. Acts appropriately according to system organisational policies and processes. <p>7.3 Engage with parents/carers.</p> <ul style="list-style-type: none"> Eg. Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language. <p>7.4 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</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:
*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/Centre Director immediately.		Site Coordinator Name:	Signature:
			Date:
		Name of Unit Tutor:	
Distribution once signed: <u>Original</u> to Pre-service Teacher; <u>Copy</u> to be uploaded to InPlace on day 10 by Pre-service Teacher; <u>Copy</u> retained by Centre.			