

**Professional Experience: Introduction to Professional Practice  
15 days**

<b>Pre-service Teacher:</b>		<b>Student ID Number:</b>			
<b>Site:</b>		<b>Year level taught:</b>			
<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 <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.</p>		<b>Primary Specialisation:</b>			
		This report must be completed on day 15.			
<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</b>
		<b>ND</b>	<b>D</b>	<b>WD</b>	
<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. Writes detailed observations and reflections that demonstrate theoretical knowledge about how students learn.</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 demonstrates 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. Writes detailed plans for an individual lesson/learning experience that demonstrates an understanding of how content should be best organised to aid optimal student 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 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. Writes clear learning objectives for each learning experience/ lesson that shows an understanding of students and their differing abilities.</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 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. Trials the use of some learning resources, including ICT, that engage students in their 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. Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning.</li> </ul> <p><b>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</b></p> <ul style="list-style-type: none"> <li>Eg. Seeks, receives and applies constructive feedback in a positive and professional manner.</li> </ul>	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. Observes others’ teaching practices and records strategies used to actively engage students in their learning.</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. Introduces and manages short activities/transitions through the use of clear instructions and explanations.</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. Trials the use of preventative, supportive and corrective strategies to support a positive learning environment.</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	
N/A						
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. Writes detailed observations and reflections that demonstrate theoretical knowledge about school/system, curriculum and legislative 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 via high level personal presentation, professional communication and conduct and awareness of duty of care.</li> </ul> <p><b>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</b></p> <ul style="list-style-type: none"> <li>Eg. Acts appropriately according to school/system organisational policies and processes.</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	QUT Pre-Service Teacher Name:			Date:	
<input type="checkbox"/>	<input type="checkbox"/>				Signature:	
<p>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.</p>		Site Coordinator Name:			Signature:	
					Date:	
		Name of Unit Tutor:				
Distribution once signed: <u>Original</u> to Pre-service Teacher; <u>Copy</u> uploaded to Canvas and InPlace; <u>Copy</u> retained by School.						