

**Professional Experience: Introduction to Professional Practice
15 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>		Primary Specialisation:			
		This report must be completed on day 15.			
Not developing adequately (ND), Developing adequately (D), Well developed (WD)					
Section 1: Planning Effectively – Preparation for Teaching		Result			Written Feedback
		ND	D	WD	
<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 reflections that demonstrate theoretical knowledge about how students learn. <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. 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. <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. Is aware of the need to differentiate teaching to meet the different learning needs of all students. <p>2.2 Organise content into an effective learning and teaching sequence.</p> <ul style="list-style-type: none"> 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. <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 in designing 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. Uses teaching and learning strategies that demonstrate an understanding of how the development of students’ literacy and numeracy skills can be aided. <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. Writes clear learning objectives for each learning experience/ lesson that shows an understanding of students and their differing abilities. <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <ul style="list-style-type: none"> 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. 					
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. Articulates and explains the lesson content effectively to students and can appropriately answer content-related questions from students. <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 students and promote student learning. <p>3.3 Include a range of teaching strategies.</p> <ul style="list-style-type: none"> Eg. Trials a range of teaching strategies to promote student learning and demonstrates reflection and improvement in 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 the use of some learning resources, including ICT, that engage students in their 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 facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning. <p>6.3 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>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <ul style="list-style-type: none"> Eg. Observes others’ teaching practices and records strategies used to actively engage students in their learning. <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <ul style="list-style-type: none"> Eg. Introduces and manages short activities/transitions through the use of clear instructions and explanations. <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. 	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	
N/A						
Section 5: Professional conduct						
<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. Writes detailed observations and reflections that demonstrate theoretical knowledge about school/system, curriculum and legislative requirements related to students' wellbeing. <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 school/system organisational policies and processes. 		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	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 InPlace by preservice teacher on day 15; <u>Copy</u> retained by School.						