

<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>This report must be completed on day 10.</b> (if PST has been absent, this report must be completed once they have attended 10 full days of placement)	
		<b>Supervising Teacher Comments</b>	
<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>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</b> <ul style="list-style-type: none"> <li>Eg. Writes detailed observations and analyses of children's learning and development.</li> </ul> <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> <ul style="list-style-type: none"> <li>Eg. Demonstrates culturally responsive interactions and intentional teaching strategies when working with children and families.</li> </ul> <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> <ul style="list-style-type: none"> <li>Eg. Demonstrates knowledge of and responds to children's non-verbal and verbal cues.</li> </ul> <b>2.2 Organise content into an effective learning and teaching sequence.</b> <ul style="list-style-type: none"> <li>Eg. Plans effective learning experiences that are responsive to children's interests and reflect a planning cycle.</li> </ul> <b>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</b> <ul style="list-style-type: none"> <li>Eg. Analyses of children's learning and development informs the development of effective learning experiences.</li> </ul> <b>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</b> <ul style="list-style-type: none"> <li>Eg. Embeds literacy and numeracy teaching strategies within play-based learning experiences</li> </ul> <b>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</b> <ul style="list-style-type: none"> <li>Eg. Analyses of children's learning and development informs learning goals for individual children and small groups.</li> </ul> <b>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</b> <ul style="list-style-type: none"> <li>Eg. Demonstrates, through the planning cycle, an ability to design experiences that promote children's learning.</li> </ul>	<div>ND</div> <div>D</div> <div>WD</div>		
<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. Implements several teaching strategies to engage children in relevant learning experiences that are responsive to individuals and small groups.</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 children.</li> </ul> <p><b>3.3 Include a range of teaching strategies.</b></p> <ul style="list-style-type: none"> <li>Eg. Implements a range of teaching strategies to support children's learning and demonstrates reflection on 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 several teaching strategies that support children's 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 voice, facial expression, gestures, physical movement and visual cues to engage children in learning.</li> </ul> <p><b>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</b></p> <ul style="list-style-type: none"> <li>Eg. Uses student assessment data and reflection on lessons taught to inform future planning.</li> </ul> <p><b>6.2 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	
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><b>3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.</b></p> <ul style="list-style-type: none"> <li>Eg. Interacts with parents/carers and promotes opportunities for parental input to build connections between home and the centre.</li> </ul> <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. Implements routines that are responsive to individual children.</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. Trials the use of preventative, supportive and corrective strategies to support a positive learning environment.</li> </ul> <p><b>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</b></p> <ul style="list-style-type: none"> <li>Eg. Understands strategies which promote safe, responsible and ethical use of ICT.</li> </ul>	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><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> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>Eg. Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies</li> </ul>				
<b>Overall assessment of this section</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Section 5: Professional conduct	Result			Written Feedback
<p><b>5.3 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. Identify and work within system, curriculum and legislative requirements that support children's wellbeing and safety.</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 system organisational policies and processes.</li> </ul> <p><b>7.3 Engage with parents/carers.</b></p> <ul style="list-style-type: none"> <li>Eg. Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language.</li> </ul> <p><b>7.4 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</b></p> <ul style="list-style-type: none"> <li>Eg. Demonstrates a willingness to participate with school staff in a range of activities.</li> </ul>	ND	D	WD	
<b>Overall assessment of this section</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<b>Professional Experience Progress</b>		Supervising Teacher Name:	Signature:
<b>Unsatisfactory</b>  <input type="checkbox"/>	<b>Satisfactory</b>  <input type="checkbox"/>		Date:
		QUT Pre-Service Teacher Name:	Signature:
			Date:
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.		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.			

Master of Teaching (Early Childhood) – EU30

Professional Experience: Informing Professional Practice in Early  
Childhood Contexts – Birth to 2 years (10 days)

**EUN261 – 10 day placement  
Attendance Record**

Day	Date completed	Supervising Teacher name and signature
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		