QUT Education

Bachelor of Education (Early Childhood)
Professional Experience: Creating Positive Learning Environments
Years 1 to 3 - 20 days

EUB270 FINAL REPORT

Pre-service Teacher:	Student ID Number:
Site:	Year level taught:
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.	**Age Range:**
	This report must be completed on day 20. (This section must be completed in full)

Not developing adequately (ND), Developing adequately (D), Well developed (WD)

Section 1: Planning Effectively – Preparation for Teaching	Result			Supervising Teacher/Site Coordinator Comments
	ND	D	WD	
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. • 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.				
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. • Eg. Plans for and respects the diversity of all students in the classroom and makes connections between aspects of a lesson and student's own contexts.				
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. • 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.				
2.2 Organise content into an effective learning and teaching sequence. • Eg. Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence including effective, orientating, enhancing and synthesising phases.				
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. • 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.				
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. • Eg. Uses explicit teaching and/or modeling of literacy or numeracy skills.				
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. • 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	◯	◯	◯	
Section 2: Teaching Effectively – Enactment of Teaching	**Result**			**Written Feedback**

	ND	D	WD	
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. • 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.** • Eg. Uses digital resources and tools to support and enhance student learning. **3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.** • Eg. Develops a sequence of lessons with explicit, challenging and achievable learning goals. **3.3 Include a range of teaching strategies.** • 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.** • Eg. Uses a range of resources and ICTs that target students' interests and learning needs. **3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.** • Eg. Uses questioning, take-up time and feedback to correct misconceptions and support learning of all students. **3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.** • 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.** • 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.				
Overall assessment of this section	◯	◯	◯	
Section 3: Managing Effectively – Create safe and supportive learning environments	**Result**			**Written Feedback**
	ND	D	WD	
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. • Eg. Uses a range of strategies to promote the participation of all students in an activity. **4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.** • 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.** • Eg. Use of essential skills to support on-task behaviour and prevent and correct off-task behaviour.				
Overall assessment of this section	◯	◯	◯	

Section 4: Assessing and recording learning	Result			Written Feedback
	ND	D	WD	
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. • Eg. Uses a planned assessment strategy to collect information on student learning progression.				
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. • Eg. Use of feedback that corrects misconceptions and extends students' progression towards meeting the desired learning goal.				
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. • 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. • 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. • Eg. Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.				
Overall assessment of this section	○	○	○	

Section 5: Professional conduct	Result			Written Feedback
	ND	D	WD	
4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements. • Eg. Records student attendance, absence and safety concerns as required.				
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. • Eg. Understands strategies which promote safe, responsible and ethical use of ICT.				
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. • 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.				
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. • Eg. Applies school/system organisational processes and polices to own conduct and practice and understands mandatory reporting requirements.				
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. • Eg. Demonstrates a willingness to participate with school staff in a range of activities.				
Overall assessment of this section	○	○	○	

Professional Experience Progress		Supervising Teacher Name:	Signature:
			Date:
Unsatisfactory	**Satisfactory**	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 & Canvas by Pre-service Teacher; <u>Copy </u>retained by Centre.