QUT Education

Bachelor of Education (Early Childhood)

FINAL REPORT

Professional Experience: Creating Positive Learning Environments Years 1 to 3 - 20 days

Pre-service Teacher:				Student ID Number:	
Site:					Year level taught:
For satisfactory completion of this Professional Experience, the pre-service demonstrate they have met the given Australian Professional Standards for Tea			standar	ds at	Age Range:
a <u>developing</u> level for pre-service teachers. Please complete all sections of the an assessment grade and written feedback in each section, an overall result, a acknowledgement that the number of days has been completed.				-	This report must be completed on day 20. (This section must be completed in full)
	Not developing adequately (ND), Dev	elopir	ng ade	quate	ely (D), Well developed (WD)
Section 1: P	anning Effectively – Preparation for Teaching	Result			Supervising Teacher/Site Coordinator Comments
social ar student: • Eg. res de les	trate knowledge and understanding of physical, and intellectual development and characteristics of and how these may affect learning. Demonstrates an understanding of the relevance of ponding to students' individual characteristics and velopmental stage through the use of modifications in sons and assessments for individuals and groups of idents.	ND	D	WD	
1.3 Demons respons from div socioecc • Eg.	trate knowledge of teaching strategies that are live to the learning strengths and needs of students rerse linguistic, cultural, religious and conomic backgrounds. Plans for and respects the diversity of all students in eclassroom and makes connections between aspects a lesson and student's own contexts.				
for diffe needs o • Eg. dif str	trate knowledge and understanding of strategies rentiating teaching to meet the specific learning f students across the full range of abilities. Demonstrates, through lesson plans, an appropriate ferentiation of content and/or teaching and learning ategies and/or resources that cater for differing ability els.				
sequence • Eg. Ha ander	Shows an ability to link to students' prior knowledge. s effective timing and pacing of lessons during delivery d demonstrates an appropriate sequence including ective, orientating, enhancing and synthesising phases.				
design lo ● Eg. sec de tas to	ciculum, assessment and reporting knowledge to earning sequences and lesson plans. Uses relevant curriculum documents to develop a quence of lessons/learning experiences. These should monstrate an understanding of the related assessment ks and the monitoring of student learning in relation these.				
strategi ● Eg.	nd understand literacy and numeracy teaching es and their application in teaching areas. Uses explicit teaching and/or modeling of literacy or meracy skills.				
learning • Eg. tea	son sequences using knowledge of student , content and effective teaching strategies. Plans lesson sequences that incorporate a range of aching and learning strategies that display content and dagogical content knowledge and effective sequencing.				
	Overall assessment of this section	0	0	0	
Section 2: Teaching Effectively – Enactment of Teaching		Result			Written Feedback

concepts, substance and structure or me 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 sylubous occurrents. • Eg. Uses digital resources and tools to support and enhances student learning. • Eg. Develops a sequence of lessons with explicit, challenging and achievable learning goals. 3.1 Set learning goals that provide achievable challenges for students of varying abilities and chracteristics. • Eg. Develops a sequence of lessons with explicit, challenging and achievable learning goals. 3.3 Include a range of teaching strategies. • Eg. Develops a sequence of lessons with explicit, challenging and achievable learning goals. 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 communications 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 improve student learning. • Eg. Uses questioning take-up time and feedback to correct misconceptions and support learning of all students. • Eg. Uses student learning. • Eg. Uses feedback from supervising teacher/s and other observers to reflect on learning progression and dentify strengths and weaknesses and implement strategies to promote the observers to reflect on learning progression and endance to reflect on learning progression and endance to reflect on learning progression and endance and provide dear directions. • Eg. Uses a regoe of strategies to promote the participation of all students in an activity and provide dear directions. • Eg. Uses clear instructions, established rules and expectations and organised routines to support t	2.1	Demonstrate knowledge and understanding of the	ND	D	WD	
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Section 4: Assessing and recording learning Result Written Feedback	
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	
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.	

Professional Experience Progress		Supervising Teacher Name:	Signature:				
Unsatisfactory	Satisfactory		Date:				
		QUT Pre-Service Teacher Name:	Signature:				
			Date:				
A pre-service tead		Site Coordinator Name:	Signature:				
only developing adequately (D) or well developed (WD) in <u>each</u> overall section to be deemed as satisfactory for the Professional Experience.			Date:				
		Name of Unit Tutor:					
Distribution once signed: Original to Pre-service Teacher; Copy to be uploaded to InPlace & Canvas by Pre-service Teacher; Copy retained by Centre.							