

**Professional Experience: Introduction to Professional Practice
Prep to year 3 – 15 days**

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.	Primary Specialisation:
	This report must be completed on day 7. (If PST has been absent, this report must be completed once they have attended 7 full days of placement)

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 analyses of children’s learning and development. <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. Demonstrates culturally responsive interactions and intentional teaching strategies when working with children and families. <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. Demonstrates knowledge of and responds to children’s non-verbal and verbal cues. <p>2.2 Organise content into an effective learning and teaching sequence.</p> <ul style="list-style-type: none"> Eg. Plans effective learning experiences that are responsive to children’s interests and reflect a planning cycle. <p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <ul style="list-style-type: none"> Eg. Analyses of children’s learning and development informs the development of effective 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. Embeds literacy and numeracy teaching strategies within play-based learning experiences <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. Analyses of children’s learning and development informs learning goals for individual children and small groups. <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <ul style="list-style-type: none"> Eg. Demonstrates, through the planning cycle, an ability to design experiences that promote children’s learning. 				
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. Implements several teaching strategies to engage children in relevant learning experiences that are responsive to individuals and small groups. <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 children. <p>3.3 Include a range of teaching strategies.</p> <ul style="list-style-type: none"> Eg. Implements a range of teaching strategies to support children’s learning and demonstrates reflection on 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 several teaching strategies that support children’s 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 voice, facial expression, gestures, physical movement and visual cues to engage children in 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>3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.</p> <ul style="list-style-type: none"> Eg. Interacts with parents/carers and promotes opportunities for parental input to build connections between home and the school. <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <ul style="list-style-type: none"> Eg. Implements routines that are responsive to individual children. <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <ul style="list-style-type: none"> Eg. Reinforces established classroom rules, routines and expectations to effectively manage the learning environment and transitions. <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. Identify and work within system, curriculum and legislative requirements that support children's wellbeing and safety. <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 system organisational policies and processes. <p>7.3 Engage with parents/carers.</p> <ul style="list-style-type: none"> Eg. Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language. 		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* <input type="checkbox"/>	Satisfactory <input type="checkbox"/>				Date:	
		QUT Pre-Service Teacher Name:			Signature:	
					Date:	
*If student receives an Unsatisfactory or an ND (not developing) in any <i>overall assessment of this section</i> , a Student Action Plan <u>must</u> be implemented by the Supervising Teacher & Site Coordinator/Centre Director immediately.		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 school.						