**Text

Description automatically generated with low confidence ECP3200 Professional Experience Final Report**

**This document is for reference use only.** You will receive the online final report 3 days prior to the end of placement, this report is to be completed at the end of the supervised placement.

The purpose of this report is to measure the standard that has been achieved by the preservice teacher in relation to the APSTs graduate level relevant for the learning for the year and professional experience course that this Professional Experience placement relates.

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| **USQ programs and courses** | **Number of days** | **Year Level/ Course** |
| **Bachelor of Early Childhood**  **Bachelor of Education Early Childhood** | **15** | **Year 2**  **ECP3200 Early Scientific Thinking and Inquiry** |

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| **ASSESSMENT SCORES** | **EVIDENCE FOR THE APST DESCRIPTORS** |
| **D** | Developing skills and knowledge |
| **A** | Achieving skills and knowledge |
| **E** | Exceeding skills and knowledge |
| Please use the expectations of skills and knowledge as a criterion to inform decision making | |

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| **Planning effectively - preparation for teaching** | **APST** | **D** | **A** | **E** |
| Demonstrates an awareness of students’ needs including the range of ways students learn as evidenced in approaches to lesson planning (Example: Inquiry plan within science lessons) | APST 1.1 |  |  |  |
| Demonstrate awareness of teaching strategies that are responsive to the diverse backgrounds of all students in the classroom (Example: reflect upon and record the selection of teaching strategies modelled by the supervising teacher; identify teaching strategies within lesson plans). | APST 1.3 |  |  |  |
| Demonstrate awareness of differentiation strategies that are responsive to all children’s learning needs (Example: discuss and identify strategies that have been modelled by the teacher) | APST 1.5 |  |  |  |
| Organise the content of the lesson into a logical sequence. | APST 2.2 |  |  |  |
| Uses curriculum and assessment (focused observations) to design lesson plans. | APST 2.3 |  |  |  |
| Demonstrate an awareness of literacy and numeracy teaching strategies within lessons/learning experiences. (Example: discuss and identify strategies with supervising teacher). | APST 2.5 |  |  |  |
| Writes learning goals for students of varying abilities and characteristics. | APST 3.1 |  |  |  |
| Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | APST 3.2 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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| **Teaching effectively - enactment of teaching** | **APST** | **D** | **A** | **E** |
| Demonstrates awareness of the role of curriculum in lesson planning. | APST 2.1 |  |  |  |
| Implement a range of teaching strategies identified within lesson plans. | APST 3.3 |  |  |  |
| Demonstrate a knowledge of and use resources, including ICT, to engage students in their learning. | APST 3.4 |  |  |  |
| Trials questioning and scanning skills together with an effective use of vocal, facial expression and gestures to support student engagement. | APST 3.5 |  |  |  |
| Developing a knowledge of strategies that can be used to evaluate lesson plans through reflective conversations with supervising teacher. | APST 3.6 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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| **Managing effectively – create safe and supportive learning environments** | **APST** | **D** | **A** | **E** |
| Observes and records strategies used to ensure all students can participate and actively engage in classroom activities | APST 4.1 |  |  |  |
| Demonstrates an ability to organise activities and provide clear directions (Example: reinforces established classroom rules, routines and expectations) | [APST 4.2](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list) |  |  |  |
| Observes and records preventative, supportive and corrective strategies to manage challenging behaviour | APST 4.3 |  |  |  |
| Identify and work within system, curriculum and legislative requirements that support children’s wellbeing and safety (Example: curriculum risk assessment) | APST 4.4 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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| **Assessing and recording learning** | **APST** | **D** | **A** | **E** |
| Demonstrate an awareness of assessment strategies used to identify that learning that has or has not occurred (Examples: formative - formal and informal observations) | APST 5.1 |  |  |  |
| Uses oral communication to provide feedback in time to whole class (Example: “Great job everybody, you are correct 1 +1 is 2”) | APST 5.2 |  |  |  |
| Demonstrate an ability to interpret existing assessment data (student work samples; observations) to evaluate student learning and discuss implications for modifying teaching practices. | APST 5.4 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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| **Professional Conduct** | **APST** | **D** | **A** | **E** |
| Receives constructive feedback in a positive and professional manner and acts upon it. | APST 6.3 |  |  |  |
| 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. | APST 7.1 |  |  |  |
| Applies school/system organisational processes and polices to own conduct and practice. | APST 7.2 |  |  |  |
| Demonstrates a willingness to participate with staff in a range of activities. | APST 7.3 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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**Overall Comment**

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