** EDE3103 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 EDE3103 Perspectives of Early Years Curriculum, Play and Pedagogy** |

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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** |
| Demonstrate awareness of children’s learning and development needs through observation and documentation. | APST 1.1 |[ ] [ ] [ ]
| Demonstrate awareness of teaching strategies that are responsive to children’s learning and development from diverse backgrounds (Example: discuss and identify teaching strategies that have been modelled by the teacher) | APST 1.3 |[ ] [ ] [ ]
| Demonstrate awareness of differentiation strategies that are responsive to all children’s learning and development needs (Example: discuss and identify strategies that have been modelled by the teacher. | APST 1.5 |[ ] [ ] [ ]
| Organise the content of learning experiences into a logical sequence. | APST 2.2 |[ ] [ ] [ ]
| Uses curriculum and assessment (focused observations) to design learning experiences. | APST 2.3 |[ ] [ ] [ ]
| Demonstrate an awareness of literacy and numeracy teaching strategies within play-based learning experiences. (Example: discuss and identify strategies with supervising teacher). | APST 2.5 |[ ] [ ] [ ]
| Writes clear learning goals for each planned learning experiences (Example: drawing from observations identify possible learning goals for a focus child). | APST 3.1 |[ ] [ ] [ ]
| Plan learning experience sequence using knowledge of student learning, content and effective teaching strategies (Example: student A, interest in Dinosaurs across a week). | 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****Please leave blank if unable to assess in the kindergarten context** | **APST** | **D** | **A** | **E** |
| Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. | APST 1.4 |[ ] [ ] [ ]
| Demonstrates awareness of the role of curriculum in planning a learning experience  | APST 2.1 |[ ] [ ] [ ]
| Trials teaching strategies to support children’s learning.  | APST 3.3 |[ ] [ ] [ ]
| Demonstrate a knowledge of resources, including ICT, to engage children in learning. | APST 3.4 |[ ] [ ] [ ]
| Uses voice, facial expression, gestures, physical movement and visual cues to engage children in learning.  | APST 3.5 |[ ] [ ] [ ]
| Developing a knowledge of strategies that can be used to evaluate learning experience 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** |
| Identify and records strategies used to ensure all children can participate and actively engage in activities. | APST 4.1 |[ ] [ ] [ ]
| Demonstrates an ability to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques) | [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: Sun safety, wearing hats outside) | 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 understanding of informal and informal formative (observations) to assess student learning. | APST 5.1 |[ ] [ ] [ ]
| Demonstrate an ability to interpret informal and informal formative (observations) to evaluate student learning. | 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** |
| Seeks 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 and understands centre/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 7.4 |[ ] [ ] [ ]

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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