** EDM5000 Final Placement 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** |
| **Master of Learning and Teaching (Primary)**  **Master of Learning and Teaching (Secondary)** | **15** | **Semester 1 (First Semester)**  **School Setting** |

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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 and modifications in lessons and formative assessments. | APST 1.1 |  |  |  |
| Demonstrate an **awareness** of differentiated teaching practice (recording observations) and reflective thinking that show a professional and theoretical knowledge of the importance of catering for diverse learners. | APST 1.3 |  |  |  |
| Demonstrates **knowledge** of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print). | APST 1.5 |  |  |  |
| Demonstrates **accurate knowledge** through an explanation of the content and how it caters for student learning needs and can answer content-related questions from students. | APST 2.1 |  |  |  |
| **Organises** lesson content and teaching and learning strategies into a logical sequence over a series of lessons that **demonstrates an understanding** of the need for scaffolding learning. **Organise content into an effective learning and teaching sequence**. | APST 2.2 |  |  |  |
| **Uses** relevant curriculum documents to develop a sequence of lessons/learning experiences. | APST 2.3 |  |  |  |

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

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| **Teaching effectively - enactment of teaching** | **APST** | **D** | **A** | **E** |
| **Sets** learning goals that cater for individual students of varying abilities and characteristics | APST 3.1 |  |  |  |
| **Plans** a lesson sequence that incorporates a range of teaching and learning strategies that develop learners’ understandings and/or skill development, in consultation with the supervising teacher. | APST 3.2 |  |  |  |
| **Trials** a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these. | APST 3.3 |  |  |  |
| **Trials the use** of some learning resources including ICTs aimed at engaging studentsin their learning | APST 3.4 |  |  |  |
| **Uses** facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning. | APST 3.5 |  |  |  |
| **Evaluates** own lessons and teaching sequences to promote student learning. | APST 3.6 |  |  |  |

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

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| **Managing effectively – create safe and supportive learning environments** | **APST** | **D** | **A** | **E** |
| Discusses with the supervising teacher strategies to promote the participation of all students and trials some of these strategies. | APST 4.1 |  |  |  |
| **Reinforces** established classroom rules, routines and expectations, through the use of clear directions, to effectively manage the learning environment. | APST 4.2 |  |  |  |
| **Identifies and uses** approaches to support appropriate behaviours. (Example, supportive and corrective strategies) | APST 4.3 |  |  |  |

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

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| **Assessing and recording learning** | **APST** | **D** | **A** | **E** |
| **Plans** lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred. Demonstrates an awareness of simple summative strategies appropriate to a lesson and/or sequence of lessons. | APST 5.1 |  |  |  |
| **Uses** oral communication to provide in time feedback to whole class (Example, well done, the answer is 4) | APST 5.2 |  |  |  |

Please provide comments about knowledge, practice and engagement of preservice 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. | 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 during placement only. | APST 7.1 |  |  |  |
| **Applies** and understands school/system organisational processes and policies in relation to own conduct and practice and understands mandatory reporting requirements. | APST 7.2 |  |  |  |
| **Demonstrates** professional and respectful interactions with parents/carers using appropriate language, tone and body language | APST 7.3 |  |  |  |

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

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**Overall Comment**

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