** EDM5001 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 (Early Years)**  **Master of Learning and Teaching (Primary)**  **Master of Learning and Teaching (Secondary)** | **20** | **Semester 2 (Second 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** |
| **Demonstrate**s **knowledge** of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs). | APST 1.1 |  |  |  |
| **Demonstrating knowledge** of teaching strategies through the planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile). | APST 1.3 |  |  |  |
| **Demonstrates knowledge** of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching) | APST 1.5 |  |  |  |
| **Demonstrates appropriate knowledge** of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents | APST 2.1 |  |  |  |
| **Shows** an ability to link to students’ prior knowledge. Has effective timing and pacing of lessons during delivery and **demonstrates** an appropriate sequence (example: orientating, enhancing and synthesising phases, introduction, body and closing phases). | APST 2.2 |  |  |  |
| **Uses** relevant curriculum and assessment 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** |
| **Identifies** literacy and numeracy teaching strategies and their application in lesson plans. | APST 2.5 |  |  |  |
| **Develops** a sequence of lessons with explicit, challenging and achievable learning goals. | APST 3.1 |  |  |  |
| **Plans** lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing. | APST 3.2 |  |  |  |
| Lessons **consistently use** a variety of strategies that are appropriate to the content being taught and/or skills being developed. | APST 3.3 |  |  |  |
| **Uses a range** of resources and ICTs that target students’ interests and learning needs. | APST 3.4 |  |  |  |
| **Uses effective** questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement. | 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** |
| I**dentifies** a range of strategies to promote the participation of all students. | APST 4.1 |  |  |  |
| **Uses clear** instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling. | APST 4.2 |  |  |  |
| **Demonstrates knowledge** of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours. | APST 4.3 |  |  |  |
| **Implements** school-based strategies that demonstrate an understanding of requirements related to students’ wellbeing. | APST 4.4 |  |  |  |

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. | APST 5.1 |  |  |  |
| **Uses** oral and written communication to provide feedback to students about their learning. | 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** |
| **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 during placement only. | APST 7.1 |  |  |  |
| **Applies** and understands centre/system organisational processes and polices in relation to their 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 |  |  |  |
| **Demonstrates a willingness** to participate with staff in a range of activities during placement only. | APST 7.4 |  |  |  |

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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