 **EDP2222 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 Education Primary** | **10** | **Year 2**  **EDP2222 The Roles of the Teacher 2** |

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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 **knowledge** of the relevance of responding to students’ individual characteristics and developmental stage through the use of modifications in lessons and formative assessments (example use of Universal Design for Learning: UDL principles and learning theories). | APST 1.1 |  |  |  |
| Demonstrates 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 articulation and effective explanation of the lesson content effectively to students 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. | APST 2.2 |  |  |  |
| **Uses relevant curriculum documents** in designing to develop a sequence of lessons/learning experiences | APST 2.3 |  |  |  |
| 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 |  |  |  |

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** |
| 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 ICT, aimed at engaging students in 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 |  |  |  |

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** |
| Discusses strategies with the supervising teacher and trials some of these. | 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 |  |  |  |
| Writes observations and reflections that demonstrate theoretical knowledge about school/system, curriculum and legislative requirements related to students’ wellbeing. | 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** |
| 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 |  |  |  |
| Considers the types of evidence required to effectively 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** |
| 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 awareness of duty of care. | APST 7.1 |  |  |  |
| Acts appropriately according to school/system organisational policies and processes. | APST 7.1 |  |  |  |

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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