 EDU1100 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 placement relates.

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| **USQ programs and courses** | **Number of days** | **Year Level/ Course** |
| Bachelor of Early Childhood, Primary Education and Secondary Education | **10** | Year 1: EDU1100 Introduction to Professional Experience |

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| **ASSESSMENT SCORES** | **EVIDENCE FOR THE APST DESCRIPTORS** |
| **NA** | Insufficient opportunity |
| **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** | **NA** | **D** | **A** | **E** |
| Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. Engaging in pedagogical conversation with supervising teacher. |  APST 1.2 | ☐ | ☐ | ☐ | ☐ |
| Plan and/or write for an individual lesson/learning experience that **demonstrates an early understanding** of how content should be best organised to aid optimal student learning (For example whole class/small group/ individual child learning experiences). | APST 2.2 | ☐ | ☐ | ☐ | ☐ |

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** | **NA** | **D** | **A** | **E** |
| Demonstrates awareness of the role of curriculum in lesson planning/experience. | APST 2.1 |  ☐ | ☐ | ☐ | ☐ |
| Trials the use of a small range of teaching strategies that support student learning and skill development.  | APST 3.3 |  ☐ | ☐ | ☐ | ☐ |
| Demonstrates an awareness of the use/identification of resources that support student learning (For example, identifies resources to support learning goals within a learning experience). | APST 3.4 |  ☐ | ☐ | ☐ | ☐ |

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** | **NA** | **D** | **A** | **E** |
| Observes teaching practices and record strategies used to actively engage students in their learning.  | [APST 4.1](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list) | ☐ | ☐ | ☐ | ☐ |
| Trials the use of various organisational activities and clear instructions within short learning experiences/transitions. | [APST 4.2](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list) | ☐ | ☐ | ☐ | ☐ |

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

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| **Professional Conduct** | **APST** | **NA** | **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 7.2 | ☐ | ☐ | ☐ | ☐ |

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

**Overall Comment**