 EDU4160 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 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** | **Course Code & Title** |
| Bachelor of Early Childhood. Graduate Diploma for Early Childhood Education and Care. Graduate Certificate for Early Childhood Education and Care. | **30** | EDU4160 Numeracy, Literacy and STEM in Early Childhood |

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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** | **D** | **A** | **E** |
| Develops observations of children’s learning and development | ☐ | ☐ | ☐ |
| Analyses children’s learning and development to inform the planning of effective learning experiences | ☐ | ☐ | ☐ |
| Plans play-based learning experiences that respond to children’s interests, abilities and needs  | ☐ | ☐ | ☐ |

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** | **D** | **A** | **E** |
| Demonstrates an awareness of pedagogies and practices that support children’s numeracy, literacy and STEM development. | ☐ | ☐ | ☐ |
| Implements teaching strategies to engage children in relevant learning experiences that are responsive to individuals and small groups. | ☐ | ☐ | ☐ |
| Implements resources that support children’s learning (example identifies resources to support learning goals within a learning experience). | ☐ | ☐ | ☐ |

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** | **D** | **A** | **E** |
| Uses a range of resources to support inclusive student participation and engagement in learning including safe and ethical use of ICT. | ☐ | ☐ | ☐ |
| Demonstrates an ability to organise activities and provide clear directions within short learning experiences, transitions, and routines (Example: use both verbal and non-verbal techniques). | ☐ | ☐ | ☐ |

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

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| **Professional Conduct** | **D** | **A** | **E** |
| Receives constructive feedback in a positive and professional manner. | ☐ | ☐ | ☐ |
| Applies key principles of codes of conduct and ethics for teachers through professional communication and conduct and awareness of duty of care. | ☐ | ☐ | ☐ |
| Acts appropriately according to school/system organisational policies and processes. | ☐ | ☐ | ☐ |

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

**Overall Comment**