** EPP3100 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** | **15** | **Year 3**  **EPP3100 Practising as a Professional Teacher 1** |

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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 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).and characteristics of students and how these may affect learning. | APST 1.1 |  |  |  |
| Demonstrates 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 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 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 (example use of ACARA English and Formative PM benchmarks to inform guided reading lessons). | APST 2.3 |  |  |  |
| Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans | APST 2.5 |  |  |  |

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** |
| Identifies ICT teaching strategies to support learning opportunities for students. | APST 2.6 |  |  |  |
| 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 |  |  |  |
| Uses a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these. | APST 3.3 |  |  |  |
| Uses a range of resources and ICTs that target students’ interests and learning needs. | APST 3.4 |  |  |  |
| Trials questioning and scanning skills together with an effective use 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 pre-service teacher in relation to this section.

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| **Managing effectively – create safe and supportive learning environments** | | **D** | **A** | **E** |
| Identifies a range of strategies to promote the participation of all students in a lesson/learning activity. | APST 4.1 |  |  |  |
| Reinforces established classroom rules, routines and expectations, through the use of clear directions and organisation, to effectively manage the learning environment. | [APST 4.2](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list) |  |  |  |
| Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours. | [APST 4.](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list)3 |  |  |  |
| Records student attendance, absence and safety concerns as required. | [APST 4.](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list)4 |  |  |  |
| Understand strategies which promote safe, responsible and ethical use of ICT’s. | [APST 4.](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list)5 |  |  |  |

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** | | **D** | **A** | **E** |
| Uses a variety of assessment strategies within a lesson sequence to collect information on student’s learning progression. | APST 5.1 |  |  |  |
| Uses oral and written communication to provide feedback to students about their learning. | [APST 5.2](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list) |  |  |  |
| Demonstrate an ability to interpret existing assessment data (student work samples; questioning) to evaluate student learning and discuss implications for modifying teaching practices. | [APST 5.](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list)4 |  |  |  |
| Discusses student achievement with the supervising teacher and is familiar with the school’s reporting procedures and policies. | [APST 5.5](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** | | **D** | **A** | **E** |
| Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress. | 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. | APST 7.1 |  |  |  |
| Describes and applies school/system organisational processes and polices to own conduct and practice and understands mandatory reporting requirements. | APST 7.2 |  |  |  |
| Demonstrates a willingness to participate with school staff in a range of activities. | APST 7.4 |  |  |  |

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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