

**Bachelor of Education (Secondary) Dual Degree Program**

**EDUC3605 Building Professional Knowledge  
Final Report**

<b>Pre-Service Teacher name</b>						
<b>PEX Dates</b>						
<b>School name &amp; address</b>						
<b>School context</b>	Metropolitan		Regional		Rural	
	Remote		Low socio-economic community		Indigenous community	
	Other (please indicate):					
<b>Number of Days</b>	15 days (3-week block)					
<b>Learning phase</b>	Secondary Year levels:					
<b>Curriculum Specialisation/s</b>	Teaching Area/s:					
<b>Class size</b>						
<b>Classroom context</b>	Students with disability		Indigenous Students		Culturally and linguistically diverse Students	

**Description of placement:** “Hands-on” observation, classroom assistance, teaching segments of lessons (not necessarily teaching area specific).

## Section 1: Planning effectively – preparation for teaching

### Examples of evidence

Artefacts that have been modified by the preservice teacher to suit the needs of the class such as:

- Lesson plans (for segments of lessons/mini lessons) and resources

Documented feedback and evaluation of planning that reflects:

- Sequencing, scaffolding, learning intention/goals, learning activities and teaching strategies
- The preservice teacher's written reflections

**Not Developed (ND), Developing Towards (DT), Developed (D)**

	APST	ND	DT	D	Comments
Organise content into an effective learning and teaching sequence.	2.2				
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2.5				
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	3.1				

## Section 2: Teaching effectively – enactment of teaching

### Examples of evidence

- Artefacts such as activity sheets and resources
- A supervising teacher's observations notes, including comments on student engagement, communication skills and use of resources including ICTs.

- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The preservice teacher's reflections and application of supervising teacher feedback.

**Not Developed (ND), Developing Towards (DT), Developed (D)**

	APST	ND	DT	D	Comments
• Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teacher area.	2.1				
• Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2.6				
• Seek and apply constructive feedback from supervisors and teachers to improve teaching practice	6.3				

### Section 3: Managing effectively – create safe and supportive learning environments

#### Examples of evidence

- Artefacts such as classroom organisation notes, classroom rules and classroom management plans.
- A supervising teacher's observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections.
- The preservice teacher's written reflections and application of supervising teacher feedback.

Not Developed (ND), Developing Towards (DT), Developed (D)

	APST	ND	DT	D	Comments
• Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2				
• Demonstrate knowledge of practical approaches to manage challenging behaviour.	4.3				

### Section 4: Assessing and recording learning

**\*Not assessed during this professional experience\***

### Section 5: Professional conduct

#### Examples of evidence

- A supervising teacher's observations including comments on understanding and adherence to legislative requirements.
- Documentation of participation in school activities including duties, staff meetings and professional development.
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff

Not Developed (ND), Developing Towards (DT), Developed (D)

	APST	ND	DT	D	Comments
• Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	7.1				
• Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	7.2				

## Section 6: Overall assessment of performance

Based on the preservice teacher's performance across this final evaluation, please indicate their overall level of performance.

Not Developed	Developing Towards	Developed

*Preservice teachers who receive an overall assessment of 'Not Developed' will be unable to pass the professional experience component.*

## Section 7: Overall comments

Please use this space to describe the preservice teacher's overall strengths and areas for development.

## Section 8: Signatures *(Digital signatures required)*

Pre-Service Teacher name		Signature	
		Date	
Supervising Teacher name		Signature	
		Date	
2nd supervising Teacher <i>(if applicable)</i>		Signature	
		Date	
School Coordinator name		Signature	
		Date	