

## Master of Teaching (Primary) – Turn to Teaching cohort

### EDUC7530 – Professional Experience 1

### Final Report

<b>Pre-Service Teacher name</b>			
<b>PEx Dates</b>	to		
<b>School name &amp; address</b>			
<b>School context</b>	<b>Metropolitan</b>	<b>Regional</b>	<b>Rural</b>
	<b>Remote</b>	<b>Located in a socio-economically disadvantaged community</b>	<b>Indigenous community</b>
	<b>Other (please indicate):</b>		
<b>Number of PEx days</b>	<b>15 days (3-week block)</b>		
<b>Learning phase</b>	<b>Primary year levels:</b>		
<b>Curriculum Specialisation</b>			
<b>Class size</b>			
<b>Classroom context</b>	<b>Students with disability</b>	<b>Indigenous students</b>	<b>Culturally &amp; linguistically diverse students</b>

**Description of placement:**

- Observation of the supervising teacher and planning teaching activities with the supervising teacher. “Hands-on” observations and assisting with lesson activities.
  - Active teaching of lesson segments or activities.
  - Progress towards teaching full lessons.
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## Section 1: Planning effectively – preparation for teaching

### Examples of evidence

Artefacts that have been modified by the Pre-Service 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 Pre-Service 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 Pre-Service 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 Pre-Service 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 Pre-Service Teacher's performance across this final evaluation, please indicate their overall level of performance.

Not Developed	Developing Towards	Developed

*Pre-Service 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 Pre-Service Teacher's overall strengths and areas for development.

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## Section 8: Signatures

Pre-Service Teacher name		Signature	
		Date	
Supervising Teacher name		Signature	
		Date	
2nd Supervising Teacher name (if applicable)		Signature	
		Date	
School Coordinator name		Signature	
		Date	