

Bachelor of Education (Secondary) | Dual Degree Program

EDUC2630

Literacy and Numeracy across the Curriculum

Final Report

Pre-Service Teacher			
Professional Experience Dates	—		
School name and address			
School Context	Metropolitan	Regional	Rural
	Remote	Located in a socio-economically disadvantaged community	Indigenous Community
	Other (please indicate):		
Number of PEx Days	10 days (2-week block)		
Learning Phase	Junior Secondary	Senior Secondary	
Curriculum Specialisation/s (Teaching Area/s)			
Class Size			
Classroom Context	Students with disabilities	Indigenous students	Culturally & linguistically diverse students

Description of placement:

- The first 2 to 3 days are to be observation (i.e., “Hands-on” observation helping the teacher and students).
- During the remaining days, students can start teaching segments of lessons (e.g. 10 mins or 15 mins, half a lesson– this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc).
- If comfortable with lesson segments, the Pre-Service Teacher can progress to a full lesson.
- Pre-Service Teachers can be paired together with one Supervising Teacher.

Section 1: Assessment against the Australian Professional Standards for Teachers

Examples of evidence

- Professional conversations between the Supervising Teacher and Pre-Service Teacher.
 - Supervising Teacher observations notes
 - The Pre-Service Teacher written reflections and observation notes.
 - The Pre-Service Teacher reflections and application of Supervising Teacher feedback.
- 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)

	APST	ND	DT	Comments
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.1			
Know and understand literacy and numeracy teaching strategies and their application in teaching areas	2.5			
Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2			
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 organizational policies and processes required for teachers according to school stage.	7.2			

Section 2: Overall assessment of performance

Based on the Pre-Service Teacher performance across this final evaluation, please indicate their overall level of performance.

Not Developed	Developing Towards

Pre-Service Teachers who receive an overall assessment of 'Not Developed' will be unable to pass the Professional Experience component.

Section 3: Overall comments

Please use this space to briefly describe the Pre-Service Teacher overall strengths and areas for development.

Section 4: Signatures

	Name	Signature	Date
Pre-Service Teacher			
Supervising Teacher 1			
Supervising Teacher 2 <i>(if applicable)</i>			
School Coordinator			