THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

Bachelor of Education (Secondary) | Dual Degree Program

EDUC4615

Developing Professional Practice

Final Report

Pre-Service Teacher			
Professional Experience Dates	-		
School Name & Address			
School Context	Metropolitan	Regional	Rural
	Remote	Located in a socio-economically disadvantaged community	Indigenous Community
	Other (please indicate):		
Number of Days	25 days (5-week block)		
Learning Phase	Junior Secondary	Senior Secondary	
Curriculum Specialisation/s Teaching Area/s			
Class Size			
Classroom Context	Students with disabilities	Indigenous students	Culturally and linguistically diverse students

Description of Placement:

• Week 1: The first 2 to 3 days to be observation and settling into school environment and context, as well as planning and consulting with Supervising Teacher/s for future teaching. Commence teaching segments of lessons by the end of the week.
• Week 2: Continue lesson segments progressing towards a full lesson by the end of the week.
• Week 3: Commence sequences of lessons.
• Week 4 – 5: Continue with lesson sequences. By the end of the placement, Pre-service Teachers should be at 50% of a full-time teaching load.
• Pre-Service Teacher observations continue throughout placement.

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:

- Unit/lesson plans and resources
- School and system documents

Documented feedback and evaluation of planning that reflects:

- Curriculum content, sequencing, scaffolding, learning intention/goals, learning activities, differentiation and teaching strategies
- The Pre-Service Teacher written reflections

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

	APST	ND	DT	D	WD
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.1				
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1.3				
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1.5				
Organise content into an effective learning and teaching sequence.	2.2				
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2.3				
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				
Plan lesson sequence using knowledge of student learning, content and effective teaching strategies.	3.2				

Please provide comments about knowledge, practice and engagement of the Pre-Service Teacher in relation to this section.

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests and annotated samples of student work.
- A Supervising Teacher observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, 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 reflections and application of Supervising Teacher feedback.

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

	APST	ND	DT	D	WD
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				
Include a range of teaching strategies.	3.3				
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	3.4				
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	3.5				
Seek and apply constructive feedback from supervisors and teachers to improve teaching practice	6.3				

Please provide comments about knowledge, practice and engagement of the Pre-Service Teacher in relation to this section.

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

Examples of evidence

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules and classroom management plans and individual student behaviour plans.
- A Supervising Teacher observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections and records of professional conversations.
- The Pre-Service Teacher written reflections and application of Supervising Teacher feedback.

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

	APST	ND	DT	D	WD
Identify strategies to support inclusive student participation and engagement in classroom activities.	4.1				
Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2				
Demonstrate knowledge of practical approaches to manage challenging behaviour.	4.3				

Please provide comments about knowledge, practice and engagement of the Pre-Service Teacher in relation to this section.

Section 4: Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans.
- A Supervising Teacher observation notes including comments on formal and informal feedback and questioning techniques.
- The Pre-Service Teacher written reflections and application of supervising Teacher feedback.

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

	APST	ND	DT	D	WD
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	5.1				
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	5.2				
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	5.4				

Please provide comments about knowledge, practice and engagement of the Pre-Service Teacher in relation to this section.

Section 5: Professional Conduct

Examples of evidence

- Artefacts such as annotated school and system policies and procedures, and communication with parents/carers.
- A Supervising Teacher's observations including comments on understanding and adherence to legislative requirements.
- Documented 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), Well Developed (WD)

	APST	ND	DT	D	WD
Develop strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	4.4				
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	4.5				
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				
Please leave blank if unable to assess in the school context Understand strategies for working effectively, sensitively and confidentially with parents/carers.	7.3				

Please provide comments about knowledge, practice and engagement of the Pre-Service Teacher in relation to this section.

Section 6: Overall assessment of performance

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

Not Developed	Developing Towards	Developed	Well Developed

Pre-Service Teachers who receive an overall assessment of 'Not Developed' or 'Developing Towards' 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.

Section 8: UQ Facilitator Moderation

UQ Facilitator who has moderated the assessment of the Pre-Service Teacher.

	Name	Signature	Date
Facilitator			

Section 9: Signatures

	Name	Signature	Date
Pre-Service Teacher			
Supervising Teacher 1			
Supervising Teacher 2 *(if applicable)*			
School Coordinator			