

Bachelor of Education (Primary)

EDUC1740

Introduction to Primary Professional Experience

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	10 days (2-week block)		
Learning Phase	Year Level/s:		
Curriculum Specialisation/s			
Class Size			
Classroom Context	Students with disabilities	Indigenous students	Culturally and 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: Professional Knowledge

Examples of evidence

- Professional conversations between the supervising Teacher and Pre-Service Teacher.
- A supervising Teacher observation notes.
- The Pre-Service Teacher written reflections and observation notes.

Not Developed (ND), Developing Towards (DT)

	APST	ND	DT	Brief Comments
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.1			
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teacher area.	2.1			
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2.5			

Section 2: Professional Practice

Examples of evidence

- Professional conversations between the supervising Teacher and Pre-Service Teacher.
- The Pre-Service Teacher written reflections and observation notes.
- A supervising Teacher observation notes of the Pre-Service Teacher ability to assist in classroom activities and to provide clear directions.

Not Developed (ND), Developing Towards (DT)

	APST	ND	DT	Brief Comments
Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2			

Section 3: Professional Engagement

Examples of evidence

- Professional conversations between the supervising Teacher and Pre-Service Teacher
- A supervising Teacher observations notes including comments on understanding and adherence to legislative requirements.
- 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	Brief Comments
Seek and apply constructive feedback from supervisors and teachers to improve teaching practice	6.3			
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 4: 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
	

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

Section 5: Overall comments

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

Section 6: Signatures

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