

Master of Teaching (Primary)

EDUC7620

Teaching Early Reading - Professional Experience 1

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	Primary Year Level/s:		
Curriculum Specialisation/s	English/Literacy	Mathematics/Numeracy	
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: 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:

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

Documented feedback and evaluation of planning that reflects:

- The Pre-Service Teacher written reflections and observation notes.

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

	APST	ND	DT	D	Brief Comments
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.1				
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 observation 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	Brief Comments
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching 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	Brief 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.
- Documented 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	Brief Comments
Develop strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	4.4				
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.

Section 7: Signatures

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