



## Bachelor of Education - Professional Experience 1

Pre-service teacher:	
Total number of days:	/ 20
Grade/Age:	
Supervising Teacher:	
School:	
Principal:	

### KEY FOR ASSESSMENT

- |  |   |
|--|---|
| <b>A</b> - <i>Achieved</i> and exceeded expected standard    | <b>D</b> - <i>Developing</i> towards expected standard    |
| <b>C</b> - <i>Competently</i> demonstrated expected standard | <b>F</b> - <i>Failed</i> to demonstrate expected standard |

### Australian Professional Standards for Teachers: Domains of Teaching

#### Professional Knowledge

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

**F**                      **D**                      **C**                      **A**

#### Professional Practice

Demonstrates a developing capacity to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment

**F**                      **D**                      **C**                      **A**

#### Professional Engagement

Demonstrates a developing capacity to develop effective relationships with the school community to enhance learning opportunities

**F**                      **D**                      **C**                      **A**

#### Please note

- In order to successfully pass PE1 pre-service teachers (PSTs) must not receive **F** for any Focus or more than one **D** for any one Standard*
- When completing the above summary of achievement, please make a judgement based upon the PST's overall achievement across the standards specifically relating to each of the above Domains of Teaching, and as indicated by your reporting on the following pages*

On the basis of these assessments and in the context of the overall expectations of PSTs undertaking Professional Experience 1, the following overall assessment is recommended:

**SATISFACTORY**

**OR**

**UNSATISFACTORY**

#### Signatures

Pre-service teacher:

Supervising Teacher:

Principal:

Date:                      /                      /

**Please Note**

- Several Focus Areas within this final report have been highlighted (**1.4, 1.6, 2.4, 3.6, 3.7, 4.3, 5.3, 5.4, 5.5, 6.3, 6.4** and **7.4**), assessment of the pre-service teacher against the highlighted Focus Areas are **OPTIONAL** for this report
- The discretion of supervising teachers to assess the pre-service teacher in these Focus Areas reflects the pre-service teacher's stage of progress within their initial teacher education course. The pre-service teacher will work towards these indicators of Graduate level Standards throughout their course of study, with the expectation that they will be able to demonstrate these at the point of course completion
- Pre-service teachers are encouraged to engage with all facets of the teaching role, encompassing all Focus Areas. However, supervising teachers are asked to only assess these optional Focus Areas where it is appropriate to do so (circumstances and opportunities for pre-service teachers to meet these optional Focus Areas need to be considered, alongside consideration of the pre-service teacher's stage of progress within their course and previous experiences)

## **Professional Knowledge**

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

### **STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN**

Focus & Evidence	F	D	C	A
<b>1.1 Physical, social and intellectual development and characteristics of students</b>  <i>Developmental indicator:</i> Through observation and discussion with the supervising teacher the PST demonstrates a developing understanding of the physical, social and intellectual development and characteristics of students and how this informs teaching of individuals or groups				
<b>1.2 Understands how students learn</b>  <i>Developmental indicator:</i> Through observation and discussion with the supervising teacher the PST demonstrates a developing understanding of how students learn and how this informs teaching of individuals or groups				
<b>1.3 Students with diverse linguistic, cultural, religious, and socio economic backgrounds</b>  <i>Developmental indicator:</i> Through observation and discussion with the supervising teacher the PST demonstrates a developing understanding of students with diverse linguistic, cultural, religious and socio economic backgrounds and how this informs teaching of individuals or groups				
<b>1.4 Differentiate teaching to meet specific learning needs of students across the full range of abilities</b>  <i>Developmental indicator:</i> Through observations and conversations with the supervising teacher, the PST demonstrates a developing knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds				

Standard 1 continues on next page

**1.5 Differentiate teaching to meet specific learning needs of students across the full range of abilities**

*Developmental indicator:* Through observation and discussion with the supervising teacher the PST demonstrates a developing understanding of the need to differentiate teaching and how this informs teaching of individuals or groups

**1.6 Strategies to support full participation of students with disability**

*Developmental indicator:* Through observation and discussion with the supervising teacher the PST demonstrates a developing knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disabilities

**Supervising Teacher comments:**

(box will expand as you type if using an electronic form. If required, please attach additional pages)

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## **Professional Knowledge**

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

### **STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT**

Focus & Evidence	F	D	C	A
<b>2.1 Content and teaching strategies of the teaching area</b> <i>Developmental indicator:</i> Demonstrates a developing understanding of teaching strategies commensurate with specific content/focus areas and is able to apply same in practice				
<b>2.2 Content selection and organisation</b> <i>Developmental indicator:</i> Demonstrates a developing understanding and familiarity with relevant curriculum documents, and is able to discuss curricula relative to planning				
<b>2.3 Curriculum, assessment and reporting</b> <i>Developmental indicator:</i> Demonstrates a developing awareness and some familiarity with relevant curriculum documents and how they are used to inform assessment and reporting processes				

Standard 2 continues on next page

<b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b>  <i>Developmental indicator:</i> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages				
<b>2.5 Literacy and numeracy strategies</b>  <i>Developmental indicator:</i> Collects a range of strategies and resources for teaching emergent literacy and emergent numeracy, and discusses their appropriate use with the supervising teacher				
<b>2.6 Information and Communication Technology (ICT)</b>  <i>Developmental indicator:</i> Investigates and discusses with supervising teacher the ways of incorporating ICT into teaching strategies to expand curriculum learning opportunities for students and uses ICT to support teaching practice (as appropriate to context)				
<b>Supervising Teacher comments:</b> <i>(box will expand as you type if using an electronic form. If required, please attach additional pages)</i>				

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### **Professional Practice**

Demonstrates a developing capacity to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment

#### **STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING**

Focus & Evidence	F	D	C	A
<b>3.1 Establish challenging teaching and learning goals</b>  <i>Developmental indicator:</i> Demonstrates an understanding of how teachers set obtainable learning goals for student with varying needs and characteristics using relevant curriculum documents				
<b>3.2 Plan, structure and sequence learning programs</b>  <i>Developmental indicator:</i> In collaboration with the supervising teacher, the PST plans a short lesson/learning experience using an appropriate proforma and submits for supervising teacher approval prior to teaching. This experience demonstrates how the PST effectively applies developing knowledge of students' prior learning, content and effective teaching strategies when planning and reflects on the teaching session				

Standard 3 continues on next page

### 3.3 Use teaching strategies

*Developmental indicator:* Through observations and conversations with the supervising teacher, the PST demonstrates awareness of a variety of teaching strategies and identifies them when planning for student learning. Through this process they reflect on the use of a variety of questioning techniques to promote student engagement

### 3.4 Select and use resources

*Developmental indicator:* Through conversations with the supervising teacher, the PST effectively selects and uses available resources relevant to the students, the learning environment and context

### 3.5 Use effective communication in the learning environment

*Developmental indicator:* Through collaboration with the supervising teacher, the PST develops a range of verbal and non-verbal communication strategies to support student engagement.

### 3.6 Evaluate and improve teaching programs

*Developmental indicator:* Through observations of the supervising teacher, the PST develops knowledge of appropriate strategies that can be used to evaluate teaching programs to improve student learning

### 3.7 Engage parents/ carers in the educative process

*Developmental indicator:* Through observations of and discussions with the supervising teacher, the PST can describe a broad range of strategies for involving parents/carers in the educative process

#### **Supervising Teacher comments:**

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## **Professional Practice**

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### **STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS**

Focus & Evidence	F	D	C	A
<b>4.1 Support student participation</b>				
<i>Development indicator:</i> Through discussions with the supervising teacher, the PST uses the knowledge of students to identify strategies to support inclusive student participation and engagement in learning activities				

Standard 4 continues on next page

#### 4.2 Manage learning activities

*Development indicators:* The PST observes their supervising teacher's organisation of learning spaces and the clear directions given to learners, and explores strategies for building this capacity with their supervising teacher.

#### 4.3 Manage challenging behaviour

*Development indicator:* Assists supervising teacher in implementing routines and rules when necessary and appropriate and initiates conversations with the supervising teacher about knowledge of practical approaches to managing challenging behaviour

#### 4.4 Maintain student safety

*Development indicator:* Identifies strategies used within the learning environment that promote student emotional, social and physical wellbeing and begins to develop awareness of school, system, curriculum and legislative requirements underpin these

#### 4.5 Uses ICT safely, responsibly and ethically

*Development indicator:* Demonstrates awareness and a developing understanding of the ethical issues related to ICT use and strategies employed within the learning environment to support the safe and responsible use of ICT by students and staff

#### **Supervising Teacher comments:**

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### **Professional Practice**

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#### **STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING**

Focus & Evidence	F	D	C	A
<b>5.1 Assess student learning</b>  <i>Development indicator:</i> Through conversations with the supervising teacher, the PST shows a developing awareness of a variety of suitable strategies to assess student learning, including informal, formal, diagnostic, formative and summative approaches				

Standard 5 continues on next page

**5.2 Provide feedback to students on their learning**

*Developmental indicators:* In collaboration with the supervising teacher, the PST develops and implements learning tasks and activities which incorporate strategies to provide feedback to students and assess their learning

**5.3 Make Consistent and comparable judgements**

*Developmental indicators:* In collaboration with the supervising teacher, the PST participates in informal conversations and processes of assessment moderation, with an emphasis on making consistent and comparable judgements of student learning

**5.4 Interpret student data**

*Developmental indicators:* In collaboration with the supervising teacher, the PST interprets student assessment data to evaluate student learning and to understand how this modifies future teaching practice

**5.5 Report on student achievement**

*Developmental indicators:* In collaboration with the supervising teacher, the PST identifies a range of strategies employed within the context for reporting on student learning to students and their parents/carers and for the purpose of keeping accurate and reliable records of student achievement

***Supervising Teacher comments:***

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## ***Professional Engagement***

Demonstrates a developing capacity to develop effective relationships with the school community to enhance learning

### **STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING**

Focus & Evidence	F	D	C	A
<b>6.1 Identify and plan professional learning needs</b>  <i>Developmental indicator:</i> Through critically reflective conversations and interaction with the supervising teacher about the expectations for PE1, the PST is able to identify appropriate and identified professional learning needs and plan for further learning				

*Standard 6 continues on next page*

## 6.2 Engage in professional learning and improve practice

*Developmental indicator:* Through conversations with and guidance from the supervising teacher, the PST identifies appropriate sources of relevant professional learning for teachers at their site and related to identified areas of need

## 6.3 Engage with colleagues and improve practice

*Developmental indicator:* The PST actively seeks constructive feedback from the supervising teacher and others acts on this feedback and guidance to apply appropriate and effective changes to practice throughout the placement

## 6.4 Apply professional learning and improve student learning

*Developmental indicator:* The PST actively participates in professional learning events on site, including staff meetings and actively engages in other professional learning opportunities focused on supporting and improving student learning. The PST can also identify the impact of professional learning on student learning outcomes

### ***Supervising Teacher comments:***

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## ***Professional Engagement***

Demonstrates a developing capacity to develop effective relationships with the school community to enhance learning

### **STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND THE COMMUNITY**

Focus & Evidence	F	D	C	A
<b>7.1 Meet professional ethics and responsibilities</b>  <i>Developmental indicators:</i> The PST actively participates in induction processes and conversations with the site leader/principal and/or senior staff about professional standards, ethics and responsibilities. The PST also conducts her/himself in a manner that demonstrates an understanding of <ul style="list-style-type: none"><li>• The importance of confidentiality</li><li>• Ethical considerations</li><li>• Appropriate conduct and behaviour for the teaching profession (on and off site)</li><li>• The importance of maintaining a dress code consistent with school expectations</li><li>• Specific school and discipline based requirements</li></ul>				

*Standard 7 continues on next page*



### 7.2 Comply with legislative, administrative and organisational requirements

*Developmental indicator:* The PST engages with the site/school leadership team and the supervising teacher to understand and implement requirements of the school, relating them over time to the legislative requirements that underpin those requirements. This relates to the duty of care teachers provide for students and young people and how teachers' practice supports this

### 7.3 Engage with parents/carers and centre community

*Developmental indicator:* The PST demonstrates an approachable, respectful and professional demeanour when talking with parents/carers and members of the school community. The PST actively encourages the participation and involvement of parents/carers and demonstrates an understanding of how this interaction supports student wellbeing, learning and development

### 7.4 Engage with professional teaching networks and broader communities

*Developmental indicator:* Through the guidance and leadership of the supervising teacher, the PST expands their professional network during the placement and observes and participates in processes involving those networks to support students

#### **Supervising Teacher comments:**

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### Overall comments regarding Pre-service Teacher Impact

**Supervising Teacher/Educator comments on the Pre-service Teacher's impact on student learning (please provide examples where possible):**

**Pre-service Teacher comments regarding impact on student learning (please provide examples where possible):**

**Report forms can be completed in digital form, keeping a copy for school files, and providing a copy to the preservice teacher for submission.**