

FACULTY OF EDUCATION AND ARTS

NATIONAL SCHOOL OF EDUCATION

PROFESSIONAL EXPERIENCE ASSESSMENT (PEA)

REPORT BOOK

EDET200

Effective Teaching 3: Engaging Learners and Managing Learning Environments

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FACULTY OF EDUCATION and ARTS

BACHELOR OF EDUCATION

PROFESSIONAL EXPERIENCE ASSESSMENT: SUMMARY

EDET200 EFFECTIVE TEACHING 3: ENGAGING LEARNERS AND MANAGING LEARNING ENVIRONMENTS

PRE-SERVICE TEACHER'S NAME	Gemma Watson	Student No: S00323452
PLACEMENT SCHOOL	Ravenswood School	
SCHOOL SUPERVISING TEACHER	Katie Waud	
GRADE LEVEL and SUBJECT AREA or PRIMARY TEACHING SPECIALISATION*	High School – Technology and Applied Studies	

PROFESSIONAL EXPERIENCE PLACEMENT DURATION AND DATES	
Duration:	15 Days (with a minimum of 10 days in a block)
Dates:	

MID-POINT ASSESSMENT	<input checked="" type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory At Risk: In need of intervention and support Submitted (Enter Date): / /
END-POINT ASSESSMENT	<input checked="" type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
Number of Days Completed:	Start Date: 23/6/25 End date: 1/8/25	

SIGNATURES

PRE-SERVICE TEACHER	<i>G Watson</i>	Date: 1/8/25
SCHOOL SUPERVISING TEACHER	<i>K Waud</i>	Date: 1/8/25
ACU ACADEMIC REPRESENTATIVE**		Date:

*For placements in a primary school setting – in confirming a Bachelor of Education (Primary) Pre-Service Teacher as satisfactory and in signing this page, the Pre-Service Teacher and Supervising Teacher acknowledge that the Pre-Service Teacher has met the minimum requirement of 6 hours of observation / assisting / teaching in their named specialisation (as indicated here) across the 15 days of placement.

** For example, the Tertiary Supervisor or the Lecture in Charge.

INTRODUCTION

This Professional Experience Assessment (PEA) Report is to document a shared understanding of pre-service teacher (PST) progress during the EDET200 Effective Teaching 3: Engaging Learners and Managing Learning Environments placement. The report should be written following a process of professional conversations structured around the three domains of the Australian Professional Standards for Teachers. These conversations will include the PST and the school-based Supervising Teacher (and at times the University Supervisor). The Professional Experience Report **must** be fully completed at two points: the **Mid-point** of the professional experience placement and the **End-point** of the professional experience placement.

The comments entered in this Professional Experience Report may be read by a range of stakeholders interested in the PST's progress. As such, they should be concise, focussed, and emphasise learning and development. In making judgements, please refer to the advice given in the EDET200 Guidebook to ensure that evaluative comments are appropriate to the PST's level of development in the course. The comments should also concur with the suggested evidence entered in the tables addressing the AITSL Graduate Teacher Standards. By the end of this Professional Experience placement, the PST will demonstrate a range of professional teaching capabilities at the [Australian Professional Standards for Teachers \(graduate level\)](#) for the focused areas assessed within this placement.

It is important to remember that PSTs should not be compared with experienced teachers but instead with the competency level of a graduate teacher working toward demonstrating or achieving at the graduate teacher standards in the Australian Professional Standards for Teachers.

GUIDELINES FOR COMPLETING THIS REPORT

The [EDET200 Professional Experience Guidebook](#) contains detailed advice on all aspects of the professional experience program related to this unit of study, including specific teaching expectations for PSTs and organisational details for this professional experience practicum. Supervising Teachers should refer to the Guidebook before completing this report.

There are two points of formal assessment to be completed in this Report Book: the **mid-point** and the **end-point** of the professional experience placement.

- a) **Mid-Point Assessment Report¹:** The PST's progress should be assessed at the 'Mid-point' of the block period of teaching and the report completed. The mid-point assessment requires completion of two components:
- Item 1: Reflective comments, completed by the supervising teacher and the PST on page 4, which identify the PST's strengths and areas for development, and
 - Item 2: The mid-point Assessment Scale and comments (see 'Assessment Instructions' below).

If the progress of the PST is assessed at the 'Mid-Point' as not meeting the required level of professional skills, expertise or competencies, then the PST may be deemed to be '**At Risk**' and the procedure outlined in the Professional Experience At Risk (PEAR) Process document should be followed. It is very important to identify any PST at risk of unsatisfactory progress as soon as possible and to notify the University Supervisor and Lecturer-in-Charge of this unit. At times this may be evident prior to the formal 'Mid-Point' Assessment. See the [PEAR Process Form and Action Plan](#) for complete instructions.

- b) **End-Point Assessment Report²:** The PSTs progress should be assessed at the 'End-Point' of the professional experience placement. The end-point assessment comprised two parts:
- 1) End-point assessment scale (see 'Assessment Instructions' below)
 - 2) Reflective comments by the supervising teacher and the PST on the final page of the report.

ASSESSMENT INSTRUCTIONS

The supervising teacher is to determine if the PST has **Not Demonstrated**, is **Working Toward** or has **Demonstrated/Met** (is

¹ "Mid-point Assessment Report" may also be known as the Interim Report or the Formative Assessment

² "End-point Assessment Report" may also be known as the Final Report or the Summative Assessment

Working At) the focus areas from the [Australian Professional Standards for Teachers \(graduate level\)](#) being assessed in this placement. The PST's capabilities should be indicated at the midpoint and again at the endpoint of the placement.

To maintain consistency with the Australian Graduate Teaching Standards, the PSTs are to be assessed in each Domain and specifically on each Standard. The particular focus areas from the standards that are required for this placement are indicated. All the "required" standards must be assessed; if a standard is not listed as "required", then it may be completed if the PST has demonstrated a level of achievement, or it may be left blank.

A rating scale (see table below) indicates the levels of achievement. Assessment is made at both the mid-point and end-point of the placement.

- The **Mid-point** assessment is made by **entering a tick** along a continuum.
- The **End-point** assessment is made by **circling one** of three boxes.

For example:

1. Know students and how they learn		*Practices that demonstrate achievement of the standard during the professional experience may include any of ³ (but are not limited to):
<input checked="" type="checkbox"/> <i>Required standard</i>	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<ul style="list-style-type: none"> • Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner • Identifies achievable learning goals for students • Demonstrates a developing awareness of differences in students' learning styles and needs • Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching
Mid-point of the placement (<i>enter a tick the continuum</i>)		Not demonstrated.....Working TowardMet (Working At) ✓
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward Demonstrated

*The suggested evidence (in column 2) can guide the supervising teacher's judgement, however other evidence samples may be considered to make the judgement. Supervising Teachers should also note that a single piece of evidence can be used to address multiple descriptors across the standards.

Reflective and evaluative comments should also be written at the conclusion of each Domain of Reporting in a section that looks like this:

Supervising Teacher's Comments re Assessment of Domain 1: Professional Knowledge
EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:
FOCUS FOR FURTHER DEVELOPMENT:

Overall Assessment of the Professional Experience

In the overall assessment of the Professional Experience, the PST should be assessed as either **Satisfactory** or **Unsatisfactory** as outlined below:

SATISFACTORY: The pre-service teacher has attained 'Demonstrated' or 'Provisionally Demonstrated' in all of the required focus areas specific to this Professional Experience.

UNSATISFACTORY: The PSTs achievement is unsatisfactory as the above requirement has not been met. The PST will therefore FAIL the EDET200 Effective Teaching 3: Engaging Learners and Managing Learning Environments professional experience placement.

Please Note: A final grade of Unsatisfactory is allocated by the School of Education if a PST does not pass the PEAR process or at the discretion of ACU's National School of Education Head of School.

³ The evidence examples provided in this Report Book are suggestions of what a PST should be able demonstrate during a final professional experience, as provided in the NESA, Professional Experience Framework; Document 4 Evidence Guide.

MID-POINT ASSESSMENT REPORT

Supervising Teacher's Reflective Comments on the Mid-Point Assessment

Please articulate observed strengths in professional knowledge, practices and engagement as well as identifying specific and realistic goals in alignment with the [Australian Professional Standards for Teachers \(graduate level\)](#).

Strengths:

Gemma consistently comes to all her lessons well-prepared. She has taken the time to thoroughly read through teaching programs and thoughtfully plan lessons that align with the outcomes for each subject and class she teaches.

She has developed a range of teaching and learning materials to support content delivery and enhance student understanding of core concepts. During lessons, Gemma actively engages with her students, effectively teaching new skills and providing support through problem-solving and one-on-one assistance when needed.

Areas for development during the rest of the placement:

Gemma could further strengthen her teaching practice by actively engaging students at the beginning of lessons to explore their prior knowledge. Encouraging students to share what they already know creates valuable discussion and allows for better differentiation based on their current learning level.

To conclude lessons, it is recommended to bring the class back together to summarise key learning from the session, clarify any assigned homework, and outline what students can expect in the following lesson.

Additionally, building the habit of asking questions during instruction can help check for understanding and promote deeper class discussion. This approach fosters a more interactive learning environment and encourages student participation.

School Supervising Teacher Signature: 

Date 1/8/25

Pre-Service Teacher's Reflective Comments on the Mid-Point Assessment

Aspects of my teaching progress that I believe have been successful:

see previous mid-point assessment on InPlace for these

Aspects of my teaching progress that I believe need to be developed further:

After consultation with my Supervising Teacher and the Tertiary Supervisor (if applicable), my goals for the remainder of the Professional Experience are:

Pre-Service Teacher Signature:

Date

This report must be submitted – including the mid-point assessment scales – by the Pre-service teacher through InPlace immediately after it is completed, particularly if the PST is being placed 'At Risk'. This report can be used as the basis for Professional Conversations with the Tertiary Supervisor.

This report is an assessment of the pre-service teacher's performance and engagement with the professional experience placement. It has not been written as a reference. This form remains the property of the Australian Catholic University.

TEACHING STANDARDS ASSESSMENT

SCALES AND COMMENTS

TO BE COMPLETED AT BOTH THE MID-POINT AND END-POINT OF THE PLACEMENT

The following section provides a place to document evidence and cite examples of the pre-service teacher's achievements and development of knowledge and skills based around the three Domains of the Australian Professional Standards for Teachers. See 'Assessment Instructions' above for more details.

Summary: APST Focus Areas required for this UNIT and the PLACEMENT

Domain:	1: Professional Knowledge		2: Professional Practice			3: Professional Engagement	
Standard:	1. Know the students and how they learn	2. Know the content and how to teach it	3. Plan for and implement effective teaching and learning environments	4. Create and maintain supportive and safe learning environments	5. Assess, provide feedback and report on student learning	6. Engage in professional learning	7. Engage professionally with colleagues, parents/carers and the community
Focus areas required for the UNIT	1.1 1.3 1.5	2.2 2.3	3.1 3.2 3.5 3.7	4.1 4.2 4.3 4.4 4.5	5.1 5.2	6.1 6.2 6.3	7.1 7.2 7.3 7.4
Focus areas required for the PLACEMENT	1.1 1.3 1.5	2.2 2.3	3.1 3.2 3.5 3.7	4.1 4.2 4.3 4.4 4.5	5.2	6.1 6.2 6.3	7.1 7.2 7.3 7.4

TEACHING STANDARDS

ASSESSMENT SCALES & COMMENTS

TO BE COMPLETED AT BOTH THE MID-POINT AND END-POINT ASSESSMENTS OF THE PLACEMENT

The following section provides a place to document evidence and cite examples of the pre-service teacher's achievements and development of knowledge and skills based around the three Domains of the Australian Professional Standards for Teachers. See 'Assessment Instructions' above for more details.

DOMAIN 1: PROFESSIONAL KNOWLEDGE

STANDARD 1: KNOW THE STUDENTS AND HOW THEY LEARN

1. Know the students and how they learn	Practices that demonstrate achievement of the standard during the professional experience may include any of ⁴ (but are not limited to):		
<input checked="" type="checkbox"/> 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. <small>Required</small>	<ul style="list-style-type: none"> Identifies students' specific physical, social and intellectual learning needs Communicates and interacts in ways appropriate to students' development stages Makes modifications to delivery depending on students' physical, social and intellectual development Considers and makes modifications to the learning environment depending on physical, social and intellectual development Uses a variety of resources to account for the learning style and needs of students Plans differentiated work for students (modified and extension) 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<ul style="list-style-type: none"> Applies knowledge of current research to inform teaching strategies Applies knowledge of research on how students' skills, interests and prior achievements affect learning 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. <small>Required</small>	<ul style="list-style-type: none"> Uses effective questioning or other techniques to engage students from diverse backgrounds Plans for and respects the diversity of all students within the classroom Uses culturally sensitive resources, language and strategies in teaching practice Presents controversial issues in a sensitive manner Encourages students to express and explore their values and attitudes in a sensitive manner 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
1.4 Demonstrate broad 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.	<ul style="list-style-type: none"> Selects strategies to provide for relevant experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement and significance Integrates culturally sensitive resources, language and strategies in teaching practice 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated

⁴ The evidence examples provided in this Report Book are suggestions of what a PST should be able demonstrate during an early professional experience, as provided in the NESA, Professional Experience Framework, Document 4 Evidence Guide.

<p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p>	<ul style="list-style-type: none"> • Develops lesson plans, observation notes and discussion about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy and/or numeracy achievement • Works collaboratively, when given the opportunity, with support teachers, such as EAL/D teachers, to meet students' literacy and/or numeracy needs
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>
End-point of the placement (<i>circle one</i>)	<input type="checkbox"/> Not Demonstrated <input type="checkbox"/> Working Toward <input checked="" type="checkbox"/> Demonstrated
<p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	<ul style="list-style-type: none"> • Develops teaching and learning lesson plans/programs that link to syllabus/curriculum outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (e.g., project-based learning, web-based research, Web2.0 tools, subject/KLA/stage appropriate software)
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>
End-point of the placement (<i>circle one</i>)	<input type="checkbox"/> Not Demonstrated <input type="checkbox"/> Working Toward <input checked="" type="checkbox"/> Demonstrated

Supervising Teacher's comments re assessment of DOMAIN 1: PROFESSIONAL KNOWLEDGE

MID-POINT	END-POINT
<p>Emma has demonstrated strong progress throughout this mid-point of her placement. She has taken the time to build positive relationships with her students and develop an understanding of their individual learning needs. Her lessons have been thoughtfully structured, supported by well-prepared teaching and learning materials across all subject areas.</p> <p>During the first week of her placement, Gemma proactively read through teaching programs and arranged meetings with the teachers she was working alongside in Technology, Food Technology, Computer Technology, and Design and Technology. These meetings allowed her to engage with the curriculum content and plan how to effectively deliver it in the following term.</p> <p>In Term 3, Gemma has taken on a 75% teaching load, managing the planning and delivery of multiple subjects. She has done this successfully, meeting the expectations of all professional teaching standards. Her preparation and planning have been consistently strong, particularly in her creation of high-quality teaching resources.</p> <p>A clear example of her subject knowledge was seen in her Year 7 coding lessons, where she confidently and clearly explained coding processes with the support of effective visual resources. Her delivery showed both a depth of understanding and the ability to communicate complex concepts in an accessible way for students.</p>	<p>Emma has demonstrated strong and consistent growth throughout her placement. She has built and maintained positive relationships with her students and shown a clear understanding of their individual learning needs. Her lessons have remained thoughtfully structured and supported by well-prepared, engaging teaching and learning materials across all subject areas.</p> <p>From the outset of her placement, Emma was proactive in familiarising herself with school programs and expectations. She arranged meetings with staff in Technology, Food Technology, Computer Technology, and Design and Technology, which enabled her to engage deeply with the curriculum and plan for effective delivery.</p> <p>In Term 3, Emma successfully managed a 75% teaching load, demonstrating her ability to plan and deliver multiple subjects with professionalism and competence. Her preparation has been consistently thorough, and she has developed high-quality teaching resources that enhance student learning.</p> <p>Her strong subject knowledge was particularly evident in her Year 7 coding lessons, where she confidently and clearly explained coding processes using effective visual resources. These lessons reflected her deep understanding of the content and her ability to make complex ideas accessible and engaging for students.</p> <p>Overall, Emma has met the expectations of all professional teaching standards and should be commended for her commitment, organisation, and reflective approach to teaching.</p>
<p>FOCUS FOR FURTHER DEVELOPMENT:</p> <ul style="list-style-type: none"> • Questioning Techniques: Continue to develop the use of open-ended and targeted questioning strategies to check for understanding and encourage student participation. This could be implemented at the start of the lesson to activate prior knowledge and at the end to consolidate learning. • Lesson Structure: Strengthen the beginning and end of lessons by clearly outlining the learning intentions and explaining the relevance of the content. At the conclusion of each lesson, summarise key concepts and outline next steps to support continuity in learning. • Resource Preparation: Ensure all teaching and learning materials are fully prepared and content-checked prior to lessons to maintain accuracy and support student understanding effectively. 	<p>FOCUS FOR FURTHER DEVELOPMENT:</p> <p>Classroom Management & Confidence</p> <p>Emma would benefit from continuing to develop her classroom management strategies to maintain consistent expectations across a range of student groups. Building confidence in managing whole-class transitions and responding to low-level behaviours will support her growing independence as a teacher.</p> <p>Differentiation</p> <p>Emma is encouraged to continue developing her differentiation strategies to further cater for the diverse learning needs within her classes. This includes adjusting content, process, and product to ensure all learners are supported and challenged appropriately.</p>

<input checked="" type="checkbox"/> Required 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<ul style="list-style-type: none"> Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus/curriculum outcomes/objectives and which meet the specific learning needs of students across the full range of abilities Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<ul style="list-style-type: none"> Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs Develops a sequence of learning experiences that support the learning of all students with a disability Complies with disability legislative requirements Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

2. Know the content and how to teach it	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):		
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<ul style="list-style-type: none"> Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (e.g., differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus/curriculum outcomes/objectives Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus/curriculum documents 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
2.2 Organise content into an effective learning and teaching sequence.	<ul style="list-style-type: none"> Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<ul style="list-style-type: none"> Designs assessments which show clear links to the teaching and learning program and reporting cycle Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<ul style="list-style-type: none"> Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated

DOMAIN 2: PROFESSIONAL PRACTICE

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

3. Plan for and implement effective teaching and learning	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):		
<input checked="" type="checkbox"/> 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. <small>Required</small>	<ul style="list-style-type: none"> Prepares/plans appropriate learning goals with respect to syllabus/curriculum documentation and specific learning needs and/or varying abilities Differentiates curriculum in lesson plans Knows when students have or have not attained a learning goal 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met</i> (Working At)		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. <small>Required</small>	<ul style="list-style-type: none"> Implements lesson plans detailing objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher Utilises the host school's scope and sequences and content overviews to plan appropriate lessons Reflects with their supervising teacher on lesson/unit delivery to enhance student learning Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences Takes into account the supervising teacher's feedback in relation to content and student management to plan future learning 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
3.3 Include a range of teaching strategies.	<ul style="list-style-type: none"> Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management Demonstrates the ability to plan and incorporate a range of teaching strategies Includes an extended range of teaching strategies 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<ul style="list-style-type: none"> Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice Uses a variety of technologies to engage students Uses resources appropriate to student developmental levels and manages resources professionally Accesses and uses curriculum support materials effectively 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. <small>Required</small>	<ul style="list-style-type: none"> Uses effective oral and written communication skills, including the promotion of standard Australian English Effectively uses vocabulary and meta-language to develop conceptual understanding Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding Acknowledges and logically develops student responses in an inclusive manner Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage Demonstrates effective use of non-verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact and varying gestures, for student engagement and management 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working Toward.....Met (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated

3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<ul style="list-style-type: none"> • Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment • Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class • Informs students by accessing and deconstructing explicit quality criteria for assessment • Reflects on lesson to inform future planning and improve pedagogy • Demonstrates a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning 			
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)			
End-point of the placement (<i>circle one</i>)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Not Demonstrated</td> <td style="padding: 2px;">Working Toward</td> <td style="padding: 2px;">Demonstrated</td> </tr> </table>	Not Demonstrated	Working Toward	Demonstrated
Not Demonstrated	Working Toward	Demonstrated		
<input checked="" type="checkbox"/> 3.7 Describe a broad range of strategies for involving parents/carers in the educative process. <small>Required</small>	<ul style="list-style-type: none"> • Encourages parents/carers to visit the classroom and school • Interacts professionally and respectfully with parents/carers • Connects school learning to the home context • Draws on resources within the community to enhance lesson/unit content • Promotes established structures in the school to encourage parents/carers to be involved in school or classroom activities • Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers • Describes strategies for involving parents/carers in the educative process 			
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)			
End-point of the placement (<i>circle one</i>)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Not Demonstrated</td> <td style="padding: 2px;">Working Toward</td> <td style="padding: 2px;">Demonstrated</td> </tr> </table>	Not Demonstrated	Working Toward	Demonstrated
Not Demonstrated	Working Toward	Demonstrated		

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

4.Create and maintain supportive and safe learning environments	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):			
<input checked="" type="checkbox"/> 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. <small>Required</small>	<ul style="list-style-type: none"> • Contributes to an inclusive classroom where all students are acknowledged as individuals • Models an enthusiastic and positive attitude towards teaching and learning Demonstrates effective strategies for engaging students 			
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)			
End-point of the placement (<i>circle one</i>)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Not Demonstrated</td> <td style="padding: 2px;">Working Toward</td> <td style="padding: 2px;">Demonstrated</td> </tr> </table>	Not Demonstrated	Working Toward	Demonstrated
Not Demonstrated	Working Toward	Demonstrated		
<input checked="" type="checkbox"/> 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. <small>Required</small>	<ul style="list-style-type: none"> • Employs classroom routines consistently to maximise student learning • Plans and delivers lessons that are timed and sequenced to meet the needs of the students • Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning goals/outcomes 			
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)			
End-point of the placement (<i>circle one</i>)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Not Demonstrated</td> <td style="padding: 2px;">Working Toward</td> <td style="padding: 2px;">Demonstrated</td> </tr> </table>	Not Demonstrated	Working Toward	Demonstrated
Not Demonstrated	Working Toward	Demonstrated		
<input checked="" type="checkbox"/> 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. <small>Required</small>	<ul style="list-style-type: none"> • Plans engaging learning activities that motivate and engage students • Demonstrates an understanding of situations that trigger challenging behaviour • Applies student management techniques that are fair, appropriate and consistent • Handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context • Demonstrates a range of strategies to refocus students 			
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)			
End-point of the placement (<i>circle one</i>)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Not Demonstrated</td> <td style="padding: 2px;">Working Toward</td> <td style="padding: 2px;">Demonstrated</td> </tr> </table>	Not Demonstrated	Working Toward	Demonstrated
Not Demonstrated	Working Toward	Demonstrated		
<input checked="" type="checkbox"/> 4.4 Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements. <small>Required</small>	<ul style="list-style-type: none"> • Discusses and follows specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Demonstrates the management of student behaviour and safety in accordance with mandatory policies 			
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)			
End-point of the placement (<i>circle one</i>)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Not Demonstrated</td> <td style="padding: 2px;">Working Toward</td> <td style="padding: 2px;">Demonstrated</td> </tr> </table>	Not Demonstrated	Working Toward	Demonstrated
Not Demonstrated	Working Toward	Demonstrated		

<input checked="" type="checkbox"/> Required 4.5 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.	<ul style="list-style-type: none"> Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law Responds appropriately when there is evidence of unethical student use of ICT
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)
End-point of the placement (<i>circle one</i>)	Not Demonstrated Working Toward Demonstrated

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

5. Assess, provide feedback and report on student learning	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):		
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<ul style="list-style-type: none"> Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)		
End-point of the placement (<i>circle one</i>)	Not Demonstrated Working Toward Demonstrated		
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<ul style="list-style-type: none"> Builds appropriate reinforcement and feedback into lesson plans Gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting) 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)		
End-point of the placement (<i>circle one</i>)	Not Demonstrated Working Toward Demonstrated		
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<ul style="list-style-type: none"> Understands the process of moderation and the principle of ensuring consistent teacher judgement Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities Collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)		
End-point of the placement (<i>circle one</i>)	Not Demonstrated Working Toward Demonstrated		
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> Bases lesson reflections on the evidence gathered through assessment tasks Explains how assessment data has been applied to their planning and teaching practice 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)		
End-point of the placement (<i>circle one</i>)	Not Demonstrated Working Toward Demonstrated		
5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<ul style="list-style-type: none"> Demonstrates an effective approach to collecting, organising and storing assessment data consistent with school policies and procedures Employs a variety of methods to record evidence gathered through assessment activities 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working Toward.....Met (Working At)		
End-point of the placement (<i>circle one</i>)	Not Demonstrated Working Toward Demonstrated		

Supervising Teacher's Comments re Assessment of DOMAIN 2: PROFESSIONAL PRACTICE

MID-POINT	END-POINT
<p>EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:</p> <p>At the midpoint of Gemma's placement, she has demonstrated consistent and effective lesson planning, across both single and double periods. She has used available teaching resources and created her own materials to support and enhance student learning.</p> <p>Throughout the second week of her placement, Gemma has established safe and supportive classroom environments. Students are given clear instructions, understand their tasks, and feel comfortable asking questions. Gemma is proactive in moving around the classroom, identifying students who need assistance, and providing timely, thoughtful support.</p> <p>Gemma has been involved in the early stages of units of work and has contributed to discussions around assessment notifications and task planning. While she has not yet had the opportunity to complete marking or reporting, she has developed an understanding of these processes and is prepared to engage with them as her placement continues.</p>	<p>EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:</p> <p>Throughout her placement, Gemma has demonstrated consistent and effective lesson planning across both single and double periods. She has made strong use of available teaching resources while also creating her own high-quality materials to support and enhance student learning. Her lessons have been thoughtfully structured, with clear learning intentions and purposeful activities.</p> <p>Gemma has established and maintained safe and supportive classroom environments. Students receive clear instructions, understand their tasks, and feel comfortable seeking assistance. She consistently demonstrates proactive classroom management by moving around the room, identifying students who require support, and providing timely, constructive feedback.</p> <p>Gemma's growth over the placement has been evident in her increased confidence, independence, and reflective practice. She has shown a strong commitment to improving student outcomes and has met expectations across all key teaching standards.</p>
<p>FOCUS FOR FURTHER DEVELOPMENT:</p> <p>As Gemma continues her placement, a key area for further development is strengthening her use of formative assessment strategies. Actively checking for understanding throughout the lesson—through questioning, student feedback, and brief written checks—will help her adapt instruction in real-time and deepen student learning. In addition, developing greater confidence in leading lesson openings and closings will support student engagement and comprehension. This includes clearly outlining lesson objectives at the beginning and summarising key learning and next steps at the end. As she progresses, opportunities to participate in marking, providing feedback, and contributing to reporting will help further strengthen her understanding of assessment practices across a full teaching cycle.</p>	<p>FOCUS FOR FURTHER DEVELOPMENT:</p> <p>Gemma is encouraged to continue deepening her understanding of assessment practices, with a particular focus on using formative assessment to inform ongoing lesson planning and differentiation. Expanding her use of data and evidence to guide instruction will further support her ability to meet individual learning needs.</p> <p>As her confidence continues to grow, Gemma is also encouraged to explore strategies that promote higher-order thinking and student-led learning to extend engagement and challenge across all ability levels.</p>

DOMAIN 3: PROFESSIONAL ENGAGEMENT

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

6. Engage in professional learning	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):		
<p><input checked="" type="checkbox"/> 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. <small>Required</small></p>	<ul style="list-style-type: none"> Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards for Teachers at Graduate level Identifies personal learning goals in relation to the standards 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working TowardMet (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
<p><input checked="" type="checkbox"/> 6.2 Understand the relevant and appropriate sources of professional learning for teachers. <small>Required</small></p>	<ul style="list-style-type: none"> Contributes to staff and curriculum meetings where appropriate Participates in professional teams 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working TowardMet (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
<p><input checked="" type="checkbox"/> 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. <small>Required</small></p>	<ul style="list-style-type: none"> Receives constructive feedback in a positive and professional manner, and acts upon it promptly Sets realistic short- and long-term goals with their supervising teacher Realistically analyses the extent to which they have achieved their learning goals 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working TowardMet (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<ul style="list-style-type: none"> Engages innovatively within the limits of their responsibilities and capabilities Demonstrates a commitment to teaching and to continuous improvement of their practice Recognises that teachers are agents of their own professional learning Reflects on own teaching and seeks advice on ways to develop professionally and improve performance 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working TowardMet (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated

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

7. Engage professionally with colleagues, parents/carers and the community	Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):		
<p><input checked="" type="checkbox"/> 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. <small>Required</small></p>	<ul style="list-style-type: none"> Demonstrates knowledge of the relevant codes of ethics that underpin their educational context Reflects critically on personal and professional practice Communicates effectively and interacts professionally with colleagues 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working TowardMet (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated
<p><input checked="" type="checkbox"/> 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. <small>Required</small></p>	<ul style="list-style-type: none"> Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care, etc Demonstrates an understanding of evacuation procedures, WHS and the school and system discipline and welfare policies 		
Mid-point of the placement (<i>enter a tick on the continuum</i>)	<i>Not demonstrated.....Working TowardMet (Working At)</i>		
End-point of the placement (<i>circle one</i>)	Not Demonstrated	Working Toward	Demonstrated

<input checked="" type="checkbox"/> Required 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<ul style="list-style-type: none"> Establishes respectful collaborative relationships through the use of appropriate language, tone and body language Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and parents/carers Describes strategies for working effectively with parents/carers
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (<i>circle one</i>)	Not Demonstrated Working Toward Demonstrated
<input checked="" type="checkbox"/> Required 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<ul style="list-style-type: none"> Shows willingness to participate with school staff, external professionals and community representatives in a range of activities and programs Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development
Mid-point of the placement (<i>enter a tick on the continuum</i>)	Not demonstrated.....Working TowardMet (Working At)
End-point of the placement (<i>circle one</i>)	Not Demonstrated Working Toward Demonstrated

Supervising Teacher's Comments re Assessment of DOMAIN 3: PROFESSIONAL ENGAGEMENT	
MID-POINT	END-POINT
<p>EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:</p> <p>Gemma has actively participated in a wide range of professional development opportunities throughout her placement. She has engaged in staff development at both whole-school and departmental levels, attending faculty meetings, PD staff service days, and targeted professional learning sessions offered by the school. These opportunities have enhanced her understanding of school-wide practices, curriculum implementation, and teaching strategies within the TAS context. Gemma has demonstrated strong professional communication skills, regularly collaborating with colleagues, seeking feedback, and contributing positively to the teaching team. Her proactive approach, collegial attitude, and willingness to learn have made her a valuable and well-respected member of the faculty.</p>	<p>EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:</p> <p>Throughout her placement, Gemma has continued to actively engage in a wide range of professional development opportunities. She has participated in whole-school and faculty-level initiatives, including staff development days, targeted professional learning sessions, and regular departmental meetings. These experiences have deepened her understanding of curriculum implementation, school-wide processes, and effective teaching practices within the TAS context. Gemma has consistently demonstrated strong professional communication skills and a collaborative approach to teaching. She has sought and applied feedback. Her collegial manner, proactive engagement, and reflective mindset have been evident throughout her placement and have contributed positively to the broader teaching team.</p> <p>Gemma is developed into a confident and capable pre-service teacher who is respected by both staff and students. Her professionalism, and commitment to ongoing development have been key strengths of her placement experience.</p>
<p>FOCUS FOR FURTHER DEVELOPMENT:</p> <p>As Gemma continues to build her professional identity, a key area for further development is to deepen her engagement with reflective practice by actively seeking feedback from a wider range of colleagues and using it to refine her teaching strategies. Participating in professional dialogue during and after staff development sessions can also support her growth in critical thinking about pedagogy.</p>	<p>FOCUS FOR FURTHER DEVELOPMENT:</p> <p>As Gemma has continued to develop her professional identity throughout her placement, she has shown a growing capacity for reflection and a willingness to improve her practice. A key area for continued development is to deepen her engagement with reflective practice by consistently seeking feedback from a broader range of colleagues and using this feedback to refine and adapt her teaching strategies. Actively participating in professional dialogue during and after staff development opportunities will further support her critical thinking about pedagogy and enhance her confidence in contributing to collaborative learning environments.</p>

END-POINT ASSESSMENT REPORT OF THE PROFESSIONAL EXPERIENCE

Based on the information provided in this report, the overall assessment for the pre-service teacher is:

SATISFACTORY

The pre-service teacher has attained MET (**Demonstrated**) the focus areas specific to the Professional Experience Placement for the unit EDET200 Effective Teaching 3: Engaging Learners and Managing Learning Environments.

UNSATISFACTORY

The above requirements have **not been met** and the pre-service teacher will be deemed not to have passed the Professional Experience.

SCHOOL SUPERVISING TEACHER'S OVERALL COMMENTS

Gemma has demonstrated a high level of professionalism and dedication throughout her placement. She has developed strong relationships with both students and colleagues, contributed positively to the faculty, and consistently approached her teaching with thoughtfulness and care. Gemma has shown a genuine commitment to improving her practice through reflection and collaboration, and she displays the qualities of a capable and reflective beginning teacher. She has been a valued member of the school community and continues to develop the skills and confidence required for the responsibilities of the teaching profession.

School Supervising Teacher

Date: 1/8/25

PRE-SERVICE TEACHER'S REFLECTIVE COMMENTS

Overall, I believe I created and implemented effective lessons that helped students learn and engage in the content. I attempted to include humour into my lessons to boost engagement and relatability in turn hopefully having students respond positively to me. I did face challenges with students who did not want to engage in discussions as I often felt myself standing there awkwardly waiting for a response. I think I would also benefit from asking other teachers for more specific feedback on my lessons, especially more constructive criticism to help me grow.

Pre-Service Teacher

Date: 1/8/25

It is the responsibility of the pre-service teacher to upload this report through InPlace IMMEDIATELY (must be within 5 days of completion) after the Professional Experience placement. The **Attendance Report** must also be uploaded.

This report is an assessment of the pre-service teacher's performance and engagement with the Professional Experience placement. It has not been written as a reference. This form remains the property of the Australian Catholic University.

