

**FACULTY OF EDUCATION AND ARTS**  
**NATIONAL SCHOOL OF EDUCATION**

**PROFESSIONAL EXPERIENCE ASSESSMENT (PEA)**  
**REPORT BOOK**

**EDET100**

**Effective Teaching 1: Becoming a Teacher**

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# FACULTY OF EDUCATION and ARTS

## BACHELOR OF EDUCATION

### PROFESSIONAL EXPERIENCE ASSESSMENT: SUMMARY

EDET100 EFFECTIVE TEACHING 1: BECOMING A TEACHER (School-based Placement)

PRE-SERVICE TEACHER'S NAME	Gemma Watson	Student No:
PLACEMENT SCHOOL	St Leo's Catholic College	
SCHOOL SUPERVISING TEACHER	Lauren English	
GRADE LEVEL or SUBJECT AREA	TAS	

PROFESSIONAL EXPERIENCE PLACEMENT DURATION AND DATES
Duration: 15 Days (with a minimum of 10 days in a block) Dates: 3/6/24 - 24/6/24

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: 03/06/24 End date: 24/06/24	

#### SIGNATURES

PRE-SERVICE TEACHER		Date:
SCHOOL SUPERVISING TEACHER	<i>Rhyanna Bazih-Hutchison</i>	Date: 24/06/24
ACU ACADEMIC REPRESENTATIVE*		Date:

\* 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 *EDET100 Effective Teaching 1* 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, focused, and emphasise learning and development. In making judgements, please refer to the advice given in the EDET100 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 from page 4. 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 PST commencing to work toward, demonstrate or achieve at the graduate teacher standards in the Australian Professional Standards for Teachers.**

## GUIDELINES FOR COMPLETING THIS REPORT

1. [The EDET100 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 Report<sup>1</sup>**: 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** (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 Report<sup>2</sup>**: 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.

<sup>1</sup> "Mid-point Assessment Report" may also be known as the *Interim Report* or the *Formative Assessment*

<sup>2</sup> "End-point Assessment Report" may also be known as the *Final Report* or the *Summative Assessment*

## ASSESSMENT INSTRUCTIONS



The supervising teacher is to determine if the PST has **Not Demonstrated**, is **Working Toward** or has **Demonstrated/Met (is 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 <sup>3</sup> (but are not limited to):		
	<b>1.1</b> 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"> <li>Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner</li> <li>Identifies achievable learning goals for students</li> <li>Demonstrates a developing awareness of differences in students' learning styles and needs</li> <li>Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching</li> </ul>		
<b>Mid-point</b> of the placement ( <i>enter a tick the continuum</i> )		Not demonstrated.....Working Toward  Met (Working At)		
<b>End-point</b> of the placement ( <i>circle one</i> )		Not Demonstrated	Working Toward	<b>Demonstrated</b>

\*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 Domain1: 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 EDET100: Effective Teaching 1 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 the Head of School.

<sup>3</sup> 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.

## MID-POINT ASSESSMENT REPORT

Supervising Teacher's Reflective Comments on the Mid-Point Assessment
<p>Please articulate observed strengths in professional knowledge, practices and engagement as well as identifying specific and realistic goals in alignment with the <a href="#"><u>Australian Professional Standards for Teachers (graduate level)</u></a>.</p>
<p>Strengths:</p> <p>Gemma is a calm and diligent teacher who is supportive of each student in her classroom. She uses positive reinforcement in her interactions with students and encourages them to explore in their learning. Gemma has developed a successful observational method to check in on student progress during the lesson which then allows her to know which students are engaged in the lesson work and which are not. As the placement progresses Gemma is becoming more comfortable in her conversations with students as the relationships develop.</p>
<p>Areas for development during the rest of the placement:</p> <p>To continue to build your presence in the classroom with the students, through projecting your voice when in loud spaces such as the workshop or kitchen. Your directions can be more clear and precise by focusing on using specific terminology.</p>

School Supervising Teacher Signature:



Date 13/06/24

Pre-Service Teacher's Reflective Comments on the Mid-Point Assessment
<p>Aspects of my teaching progress that I believe have been successful:</p>
<p>Aspects of my teaching progress that I believe need to be developed further:</p>
<p>After consultation with my Supervising Teacher and the Tertiary Supervisor (if applicable), my goals for the remainder of the Professional Experience are:</p>

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	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	2.1	3.1	4.2	5.1	6.1	7.1
	1.3	2.2 2.3	3.2 3.3 3.4 3.5	4.4 4.5		6.3	7.2
Focus areas required for the PLACEMENT	1.1	2.1	3.1	4.2	5.1	6.1	7.1
	1.3	2.2 2.3	3.2 3.3 3.4 3.5	4.4 4.5		6.3	7.2



# 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	<b>Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):</b>		
<b>1.1</b> 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"> <li>• Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner</li> <li>• Identifies achievable learning goals for students</li> <li>• Demonstrates a developing awareness of differences in students' learning styles and needs</li> <li>• Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching</li> </ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated ..... Working Toward <input checked="" type="checkbox"/> Met (Working At)		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	<b>Demonstrated</b>
<b>1.2</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<ul style="list-style-type: none"> <li>• Identifies current research into how students learn and the implications for teaching</li> </ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated ..... Working Toward <input checked="" type="checkbox"/> Met (Working At)		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> <b>1.3</b> Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<ul style="list-style-type: none"> <li>• Shows an awareness of the need to differentiate teaching strategies based on student diversity</li> <li>• Is aware that schools have programs and policies relating to inclusivity</li> <li>• Begins to incorporate global issues into lessons and unit planning</li> <li>• Displays cultural sensitivity</li> </ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated ..... Working Toward <input checked="" type="checkbox"/> Met (Working At)		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	<b>Demonstrated</b>
<b>1.4</b> 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"> <li>• Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds</li> </ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated ..... Working Toward <input checked="" type="checkbox"/> Met (Working At)		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<b>1.5</b> 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"> <li>• Is aware of the need to differentiate teaching to meet the different learning needs of all students</li> <li>• Develops lessons that meet the different needs of all students</li> </ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated ..... Working Toward <input checked="" type="checkbox"/> Met (Working At)		
<b>End-point</b> 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"> <li>Is aware of and discusses disability legislative requirements</li> <li>Discusses how the learning needs of students with different disabilities could be met</li> <li>Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities</li> <li>Complies with disability legislative requirements</li> <li>Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities</li> </ul>		
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 2: KNOW THE CONTENT AND HOW TO TEACH IT

2. Know the content and how to teach it	<b>Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):</b>		
<input checked="" type="checkbox"/> <b>2.1</b> Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. <i>Required</i>	<ul style="list-style-type: none"> <li>Clearly articulates and accurately explains the content of the lesson</li> <li>Accurately answers content-related questions from students</li> <li>Explores teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context</li> </ul>		
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
<input checked="" type="checkbox"/> <b>2.2</b> Organise content into an effective learning and teaching sequence. <i>Required</i>	<ul style="list-style-type: none"> <li>Plans individual lessons clearly and logically</li> <li>Demonstrates a developing ability to deliver content within a coherent, well-sequenced teaching and learning program</li> </ul>		
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
<input checked="" type="checkbox"/> <b>2.3</b> Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. <i>Required</i>	<ul style="list-style-type: none"> <li>Uses the school program as a basis for designing effective lesson plans and assessment of learning</li> <li>Accesses information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly</li> </ul>		
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
<b>2.4</b> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<ul style="list-style-type: none"> <li>Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions</li> </ul>		
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
<b>2.5</b> Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<ul style="list-style-type: none"> <li>Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy achievement</li> <li>Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' numeracy achievement</li> </ul>		
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

<b>2.6</b> Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<ul style="list-style-type: none"> <li>• Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful</li> <li>• Can incorporate ICT resources into lessons to enhance students' learning</li> </ul>		
<b>Mid-point</b> of the placement ( <i>enter a tick on the continuum</i> )	Not demonstrated ..... Working Toward ✓ Met (Working At)		
<b>End-point</b> of the placement ( <i>circle one</i> )	Not Demonstrated	Working Toward	Demonstrated

**Supervising Teacher's comments re assessment of DOMAIN 1: PROFESSIONAL KNOWLEDGE**
**MID-POINT**
**END-POINT**
**EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:**

- Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner
- Is aware that schools have programs and policies relating to inclusivity
- Can incorporate ICT resources into lessons to enhance students' learning

**EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:**

- 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
- Shows an awareness of the need to differentiate teaching strategies based on student diversity
- Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds
- Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches
- Is aware of the need to differentiate teaching to meet the different learning needs of all students
- Is aware that schools have programs and policies relating to inclusivity
- Begins to incorporate global issues into lessons and unit planning
- Displays cultural sensitivity
- Clearly articulates and accurately explains the content of the lesson
- Plans individual lessons clearly and logically
- Demonstrates a developing ability to deliver content within a coherent, well-sequenced teaching and learning program
- Uses the school program as a basis for designing effective lesson plans and assessment of learning
- Accesses information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly
- Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities
- Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful
- Can incorporate ICT resources into lessons to enhance students' learning

**FOCUS FOR FURTHER DEVELOPMENT:**

- Developing awareness of differences in students' learning styles and needs and Identifying achievable learning goals for students.
- Clearly articulating and accurately explaining the content of the lesson
- Accurately answering content-related questions from students

**FOCUS FOR FURTHER DEVELOPMENT:**

- Accurately answers content-related questions from students
- Explores teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context
- Identifies current research into how students learn and the implications for teaching
- Develops lessons that meet the different needs of all students
- Is aware of and discusses disability legislative requirements
- Discusses how the learning needs of students with different disabilities could be met
- Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities
- Complies with disability legislative requirements
- to teaching, learning and student interactions
- Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy achievement
- Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' numeracy achievement

## DOMAIN 2: PROFESSIONAL PRACTICE

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

3. Plan for and implement effective teaching and learning	<b>Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):</b>		
<input checked="" type="checkbox"/> <b>3.1</b> Set learning goals that provide achievable challenges for students of varying abilities and characteristics. <small>Required</small>	<ul style="list-style-type: none"> <li>Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs</li> <li>Reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated ..... Working Toward <input checked="" type="checkbox"/> Met		
End-point of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> <b>3.2</b> Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. <small>Required</small>	<ul style="list-style-type: none"> <li>Writes lesson plans detailing objectives/outcomes, content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher</li> <li>Seeks to match learning outcomes, content and teaching strategies to class level in consultation with the supervising teacher</li> <li>Reflects with their supervising teacher on lesson planning and student learning</li> <li>Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans</li> <li>Takes into account the supervising teacher's feedback in relation to content and student management to plan future student learning</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated ..... Working Toward <input checked="" type="checkbox"/> Met (Working At)		
End-point of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> <b>3.3</b> Include a range of teaching strategies. <small>Required</small>	<ul style="list-style-type: none"> <li>Plans and incorporates a range of teaching strategies</li> <li>Includes a basic range of teaching strategies</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated ..... Working Toward <input checked="" type="checkbox"/> Met (Working At)		
End-point of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> <b>3.4</b> Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. <small>Required</small>	<ul style="list-style-type: none"> <li>Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning</li> <li>Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons</li> <li>Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the supervising teacher</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated ..... Working Toward <input checked="" type="checkbox"/> Met (Working At)		
End-point of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> <b>3.5</b> Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. <small>Required</small>	<ul style="list-style-type: none"> <li>Uses effective oral and written communication skills, including the promotion of standard Australian English</li> <li>Implements the use of vocabulary and metalanguage to develop conceptual understanding</li> <li>Employs a range of questioning techniques such as open/closed questioning</li> <li>Begins to acknowledge and develop student responses in an inclusive manner</li> <li>Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage</li> <li>Demonstrates and models non-verbal forms of communication, in consultation with the supervising teacher</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated ..... Working Toward <input checked="" type="checkbox"/> Met (Working At)		
End-point of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<b>3.6</b> Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<ul style="list-style-type: none"> <li>Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (e.g., observational data)</li> <li>Develops a range of strategies to cater for the diverse range of learners within the class</li> <li>Accesses assessment criteria in consultation with the supervising teacher</li> <li>Reflects on lessons to inform future planning and to improve pedagogy</li> <li>Describes broad strategies that can be used to evaluate teaching to improve student learning</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated ..... Working Toward <input checked="" type="checkbox"/> Met (Working At)		

End-point of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
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3.7 Describe a broad range of strategies for involving parents/carers in the educative process.	<ul style="list-style-type: none"> <li>Communicates effectively with parents/carers in the classroom</li> <li>Consults with the supervising teacher in order to understand school-home connections (eg the school homework policy)</li> <li>In consultation with the supervising teacher, draws on established school partnerships and local resources to enhance learning significance</li> <li>Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities</li> <li>Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers</li> <li>Describes strategies for involving parents/carers in the educative process</li> </ul>
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 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

4.Create and maintain supportive and safe learning environments	<b>Practices that demonstrate achievement of the standard during the professional experience may include any of (but are not limited to):</b>		
<b>4.1</b> Identify strategies to support inclusive student participation and engagement in classroom activities.	<ul style="list-style-type: none"><li>• Discusses strategies with the classroom teacher</li><li>• Communicates value and respect for students as individuals and learners</li><li>• Trials and reflects upon the success of strategies to support student engagement</li></ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward ✓ Met		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<div><input checked="" type="checkbox"/> Required</div> <b>4.2</b> Demonstrate the capacity to organise classroom activities and provide clear directions.	<ul style="list-style-type: none"><li>• Has learnt and uses students' names</li><li>• Records observations and discusses classroom routines</li><li>• Records observations and discusses techniques that teachers use to support student time spent on learning tasks</li><li>• Trials and reflects upon the implementation of classroom management strategies</li></ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward ✓ Met (Working At)		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<b>4.3</b> Demonstrate knowledge of practical approaches to manage challenging behaviour.	<ul style="list-style-type: none"><li>• Remains calm and fair</li><li>• Discusses student management techniques that are appropriate and consistently applied</li><li>• Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches</li><li>• Understands the need to establish and work within an identifiable welfare/classroom management system</li></ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward ✓ Met (Working At)		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<div><input checked="" type="checkbox"/> Required</div> <b>4.4</b> Describe strategies that support students' well- being and safety working within school and/or system, curriculum and legislative requirements.	<ul style="list-style-type: none"><li>• Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection</li><li>• Trials and reflects upon practices for student well-being after discussion with the supervising teacher</li></ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward ✓ Met (Working At)		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<div><input checked="" type="checkbox"/> Required</div> <b>4.5</b> 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"><li>• Discusses strategies which promote safe, responsible and ethical use of ICT in teaching and learning (e.g., awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law)</li></ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward ✓ Met (Working At)		
<b>End-point</b> 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):		
<input checked="" type="checkbox"/> <b>5.1</b> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. <small>Required</small>	<ul style="list-style-type: none"> <li>• Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher</li> <li>• Records and uses assessment information informally (e.g., observations of student learning and/or work samples) to monitor student learning</li> </ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward ✓ Met (Working At)		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<b>5.2</b> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<ul style="list-style-type: none"> <li>• Gives constructive and purposeful feedback to students about their learning progress</li> <li>• Provides appropriate encouragement to students</li> </ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward ✓ Met (Working At)		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<b>5.3</b> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<ul style="list-style-type: none"> <li>• Collaborates in producing assessment plans, tasks, marking criteria and marking rubrics</li> <li>• Develops from their supervising teacher an understanding about school or system assessment and moderation policies</li> </ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward ✓ Met (Working At)		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<b>5.4</b> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> <li>• Considers the types of evidence required to effectively evaluate student learning</li> <li>• Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher</li> </ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward ✓ Met (Working At)		
<b>End-point</b> of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<b>5.5</b> 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"> <li>• Discusses student achievement with the supervising teacher</li> <li>• Is familiar with the school's reporting procedures and policies</li> </ul>		
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward ✓ Met (Working At)		
<b>End-point</b> 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

##### EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:

- Takes into account the supervising teacher's feedback in relation to content and student management to plan future student learning
- Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons
- Records observations and discusses classroom routines
- Records observations and discusses techniques that teachers use to support student time spent on learning tasks
- Understands the need to establish and work within an identifiable welfare/classroom management system
- Discusses specific requirements for ensuring student safety, including risk management, WHS and duty of care.

##### EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT:

- Communicates value and respect for students as individuals and learners
- Discusses student achievement with the supervising teacher
- Is familiar with the school's reporting procedures and policies
- Provides appropriate encouragement to students
- Reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students
- Considers the types of evidence required to effectively evaluate student learning
- Writes lesson plans detailing objectives/outcomes, content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher
- Seeks to match learning outcomes, content and teaching strategies to class level in consultation with the supervising teacher
- Reflects with their supervising teacher on lesson planning and student learning
- Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans
- Takes into account the supervising teacher's feedback in relation to content and student management to plan future student learning
- Includes a basic range of teaching strategies
- Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning
- Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons
- Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the supervising teacher
- Uses effective oral and written communication skills, including the promotion of standard Australian English
- Employs a range of questioning techniques such as open/closed questioning
- Begins to acknowledge and develop student responses in an inclusive manner
- Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage
- Has learnt and uses students' names
- Records observations and discusses classroom routines
- Records observations and discusses techniques that teachers use to support student time spent on learning tasks
- Trials and reflects upon the implementation of classroom management strategies
- Discusses strategies which promote safe, responsible and ethical use of ICT in teaching and learning (e.g., awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law)
- Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher
- Records and uses assessment information informally (e.g., observations of student learning and/or work samples) to monitor student learning
- Develops from their supervising teacher an understanding about school or system assessment and moderation policies

**FOCUS FOR FURTHER DEVELOPMENT:**

- Learning students names
- Reflecting on and seeking feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students
- Implementing the use of vocabulary and metalanguage to develop conceptual understanding
- Employing a range of questioning techniques such as open/closed questioning
- Developing voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage
- Trialing and reflecting upon the implementation of classroom management strategies
- Considers the types of evidence required to effectively evaluate student learning

**FOCUS FOR FURTHER DEVELOPMENT:**

- Plans and incorporates a range of teaching strategies
- Implements the use of vocabulary and metalanguage to develop conceptual understanding
- Demonstrates and models non- verbal forms of communication, in consultation with the supervising teacher
- Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (e.g., observational data)
- Develops a range of strategies to cater for the diverse range of learners within the class
- Accesses assessment criteria in consultation with the supervising teacher
- Reflects on lessons to inform future planning and to improve pedagogy
- Describes broad strategies that can be used to evaluate teaching to improve student learning
- Communicates effectively with parents/carers in the classroom
- In consultation with the supervising teacher, draws on established school partnerships and local resources to enhance learning significance
- Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities
- Discusses student management techniques that are appropriate and consistently applied
- Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches
- Gives constructive and purposeful feedback to students about their learning progress
- Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher

## 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):		
<input checked="" type="checkbox"/> <b>6.1</b> Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. <i>Required</i>	<ul style="list-style-type: none"> <li>Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice</li> <li>Engages in self-reflection about aspects of professional knowledge, practice and engagement</li> <li>Identifies personal learning goals in relation to the standards</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward <input checked="" type="checkbox"/> Met (Working At)		
End-point of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<b>6.2</b> Understand the relevant and appropriate sources of professional learning for teachers.	<ul style="list-style-type: none"> <li>Seeks opportunity within the school for professional learning through discussions with staff</li> <li>Attends professional meetings</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward <input checked="" type="checkbox"/> Met (Working At)		
End-point of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> <b>6.3</b> Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. <i>Required</i>	<ul style="list-style-type: none"> <li>Sets short-term teaching goals in discussion with their supervising teacher</li> <li>Receives constructive feedback in a positive and professional manner</li> <li>Acts promptly in applying feedback to improve teaching practices</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward <input checked="" type="checkbox"/> Met (Working At)		
End-point of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<b>6.4</b> Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<ul style="list-style-type: none"> <li>Participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources</li> <li>Reflects on own teaching and seeks advice on ways to develop professionally and improve performance</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward <input checked="" type="checkbox"/> Met (Working At)		
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):		
<input checked="" type="checkbox"/> <b>7.1</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. <i>Required</i>	<ul style="list-style-type: none"> <li>Behaves ethically and respects the confidentiality of student and school information</li> <li>Communicates effectively and interacts professionally with colleagues</li> <li>Reflects on personal and professional ethical practice</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward <input checked="" type="checkbox"/> Met (Working At)		
End-point of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated
<input checked="" type="checkbox"/> <b>7.2</b> Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. <i>Required</i>	<ul style="list-style-type: none"> <li>Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies</li> <li>Describes relevant legislative, administrative and organisational policies and processes</li> </ul>		
Mid-point of the placement <i>(enter a tick on the continuum)</i>	Not demonstrated.....Working Toward <input checked="" type="checkbox"/> Met (Working At)		
End-point of the placement <i>(circle one)</i>	Not Demonstrated	Working Toward	Demonstrated

<b>7.3</b> Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<ul style="list-style-type: none"> <li>• Employs appropriate and respectful professional communication with school staff, visitors, parents and carers</li> <li>• Describes strategies for working effectively with parents/carers</li> </ul>
<b>Mid-point</b> of the placement <i>(enter a tick on the continuum)</i>	<div> <i>Not demonstrated.....Working</i>  <i>Toward Met</i>  <i>(Working At)</i> </div>
<b>End-point</b> of the placement <i>(circle one)</i>	<div> <div>Not Demonstrated</div> <div>Working Toward</div> <div>Demonstrated</div> </div>

7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<ul style="list-style-type: none"> <li>Shows willingness to participate with school staff in a range of activities</li> <li>Describes how external professionals and community representatives can help to enhance teachers' knowledge and practice</li> </ul>
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 3: PROFESSIONAL ENGAGEMENT	
MID-POINT	END-POINT
EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT: <ul style="list-style-type: none"> <li>Behaves ethically and respects the confidentiality of student and school information</li> <li>Shows willingness to participate with school staff in a range of activities</li> <li>Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies</li> </ul>	EVIDENCE OF DEVELOPMENT AND ACHIEVEMENT: <ul style="list-style-type: none"> <li>Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice</li> <li>Engages in self-reflection about aspects of professional knowledge, practice and engagement</li> <li>Seeks opportunity within the school for professional learning through discussions with staff</li> <li>Attends professional meetings</li> <li>Sets short-term teaching goals in discussion with their supervising teacher</li> <li>Receives constructive feedback in a positive and professional manner</li> <li>Acts promptly in applying feedback to improve teaching practices</li> <li>Behaves ethically and respects the confidentiality of student and school information</li> <li>Communicates effectively and interacts professionally with colleagues</li> <li>Reflects on personal and professional ethical practice</li> <li>Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies</li> <li>Describes relevant legislative, administrative and organisational policies and processes</li> </ul>
FOCUS FOR FURTHER DEVELOPMENT: <ul style="list-style-type: none"> <li>Communicating effectively and interacting professionally with colleagues</li> <li>Describing how external professionals and community representatives can help to enhance teachers' knowledge and practice</li> </ul>	FOCUS FOR FURTHER DEVELOPMENT: <ul style="list-style-type: none"> <li>Employs appropriate and respectful professional communication with school staff, visitors, parents and carers</li> <li>Describes strategies for working effectively with parents/carers</li> <li>Identifies personal learning goals in relation to the standards</li> </ul>

## 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 EDET100: Effective Teaching 1.

### UNSATISFACTORY

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

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### SCHOOL SUPERVISING TEACHER'S OVERALL COMMENTS

Gemma was always well prepared for lessons and used a variety of resources. She was very nervous at first but her confidence is growing in the classroom and she is beginning to build some connections with the students. Student welfare and safety is a high priority for Gemma and is crucial in TAS subjects. Gemma was heavily involved with the assessing of stage 5 food technology practical lessons and students theoretical components, this not only developed her understanding of assessment practices, but also the importance of moderation practices and collegial discussions.

School Supervising Teacher:

*Rhyarna Bazih-Hutchison*

Date: 24/6/24

### PRE-SERVICE TEACHER'S REFLECTIVE COMMENTS

My experience at St Leo's Catholic College was extremely beneficial as I was immersed in various subject areas, student abilities, and behaviours. The diversity of students, including those with learning plans, enhanced my learning by teaching me how to adapt my teaching approaches to meet different student needs. Although I had multiple classes with students exhibiting disruptive behaviour, this helped me grow as a pre-service teacher by requiring me to utilise the skills I learned in EDET100 and implement behaviour management strategies.

Observing other teachers' classes provided valuable insights into real-life behaviour management. One of the most important aspects of observing was learning different teachers' approaches to classroom management, which I could then implement in my teaching to gauge which techniques were most effective. Additionally, observing teachers helped me understand lesson planning and the sequence of TAS lessons, areas that EDET100 covers less thoroughly.

The teachers at St Leo's Catholic College were immensely supportive, making my first practical experience the best it could be. The staff's help was beyond caring and nurturing, putting me at ease and showing eagerness to help me learn and provide feedback for my growth as a pre-service teacher. Communication with my supervising teacher was seamless and comforting, which helped calm my nerves during my first placement.

Overall, my time at St Leo's Catholic College was an invaluable and rewarding experience that significantly

contributed to my pre-service teaching and future career as a teacher.

Pre-Service Teacher C. Watson Date: 24/06/2024

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 Record 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.



## TERTIARY SUPERVISOR COMMENTS: REPORT BOOK

25/06/2024

### EDET 100

This has been Gemma's first practicum.

Gemma has been extremely well received at St Leo's Catholic College, Wahroonga. She has an excellent rapport with the students and has been accepted equally with the staff in all that she does. Her Supervising Teacher has applauded her professionalism and the positive manner in which she has contributed to the expectations of the College.

She has approached all aspects of the placement with professionalism and has eagerly participated in any opportunity to gain professional development. Throughout the placement, Gemma has embodied the values of fairness, equity, and respect.

Lesson plans were always well structured following the ACU pro forma-syllabus outcomes, lesson objectives, teaching resources and self-evaluation. All have been delivered in a timely manner, allowing ample opportunity for modification where necessary. Gemma has willingly adapted her teaching to demonstrate improvements in her practice. To this end, she has designed and utilised a range of teaching and learning strategies and resources, based on current pedagogy and educational research.

Gemma is an enthusiastic teacher. Additionally, she excels in organising a structured classroom, employing positive management strategies, and engaging students with effective routines. She has been a welcome addition to St Leo's Catholic College.

Robyn Tarrant

ACU Tertiary Supervisor