

Faculty of Arts and Education PROFESSIONAL EXPERIENCE REPORT EARLY PROFESSIONAL PLACEMENT

Teacher Education Student	Student ID
Course	EPT Subject
Supervising Teacher(s)	Placement Dates From to
School	Total days atte, ed of days
Secondary: Curriculum/teaching area/s & years/stages	
Primary: Years/stage/grade	
To the supervising teacher:	
you will form part of the student's formative assessment towards for at the end of the student's course. Formal assessment to be undertaken by the sup rvising teac A teacher education student's progress towards acrievement of the previewed no later than the mid-point of the pacement; and	tull achievement of the Standards at Graduate level ther: the Standards is to be:
2) assessed at the completion of the procent against each an appropriate level for an early placement as: ND - Not Demonstrated; T - Working Towards; D - Demonstrated	·
Review at Mid-P/ menc:	
At the mid-poin of the process to date with reference to the Grad professional experie professional experies profession	duate Standards and the Evidence Guide for early
Mid-Placement Review completed (tick) (date):	
No significant concerns have been identified (tick) OR Signified (tick	cant concerns have been identified and notified to th

Assessment at the Completion of the Placement:

If descriptors are not able to be demonstrated owing to factors outside the teacher education student's control, please provide an explanation in the appropriate comment section. The overall assessment of the placement is **Satisfactory** or **Unsatisfactory**.

The Guide to this professional experience can be accessed online or provided to you by the teacher education student. It contains information on the purpose of this professional experience placement and how this placement links to other placements in the teacher education student's program. It also provides information about the expected teaching requirements in this placement. Supervising teachers should also refer to the Evidence Guide provided before completing this report.

PR	OFESSIONAL KNOWLEDGE				
STA	NDARD 1 - KNOW STUDENTS AND HOW THEY LEARN				
		ND	WT	D	E
1.1	Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.				
1.2	Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching				
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.				
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students 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.				
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of a component of the specific learning needs of students across the full range of a component of the specific learning needs of students across the full range of abilities.				
1.6	Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching stratigies hat support participation and learning of students with disability.				
Con	nment on the teacher education student's knowledge of studend/ the _learn				
STA	NDARD 2 - KNOW THE CONTENT AND OW TO TEACH IT				
		ND	WT	D	E
2.1	Content and teaching strategies of teach. Take Demonstrate knowledge, and uncle stand of the concepts, substance and structure of the content and teaching strategies of the teaching rea.				
2.2	Content selection and or an ition Organise content into an iffer ve arming and teaching sequence.				
2.3	Curriculum, sessment a direr orting Use curriculum, and reporting knowledge to design learning sequences and lesson plans.				
2.4	Understand and respect shoriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Ir .genous Australians				
2.5	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.		_		
2.5	Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.				
2.6	Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.				
Con	nment on the teacher education student's knowledge of content and how to teach it				

STANDARD 3 - PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING Statistist challenging learning goals	3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.3 Use teaching strategies Include a range of teaching strategies. 3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 3.5 Evaluate and improve teaching programs Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process. Comment on the teacher education student's planning and implementing of effect. • tea hing and learning 4.1 Support student participation identify strategies to support incl. • e stud. • t participation and engagement in classroom activities. 4.2 Manage classroom activit Demonstrate the capacit for fix • e classroom activities and provide clear directions. 4.3 Manage classroom activit Demonstrate the capacit for fix • e classroom activities and provide clear directions. 4.4 Manage classroom activit Demonstrate the capacit for fix • e classroom activities and provide clear directions. 4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe. In the safe transport of the safe. In the safe transpo	3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.3 Use teaching strategies 1.3 Learning strategies 1.4 Select and use resources 1.5 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 3.1 Use effective classroom communication 1.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 3.6 Evaluate and improve teaching programs 1.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 3.7 Engage parents/ carers in the educative process 1.5 Describe a broad range of strategies for involving parents/carers in the educative process. 2.6 Describe a broad range of strategies for involving parents/carers in the educative process. 3.7 Engage parents/ arers in the educative process 1.6 Describe a broad range of strategies for involving parents/carers in the educative process. 3.8 Evaluate and improve teaching programs to improve student learning. 3.9 Evaluate and improve teaching programs and implementing of effect. The teaching programs to improve student parities and provide achieves process. 3.9 Evaluate and improve teaching programs to improve students process. 3.1 Evaluate and improve teaching programs to improve students programs to improve student parities. 3.2 Evaluate and improve teaching programs to improve students and learning. 3.9 Evaluate and improve teaching programs to improve students programs	PR	OFESSIONAL PRACTICE				
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STA	ANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING				
	<u> </u>	ND	WT	D	E
5.1	Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.				
5.2	Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.				
5.3	Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.				
5.4	Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.				
5.5	Report on student achievement 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.				
	ANDARD 6 - ENGAGE IN PROFESSION (LEAR ING				
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STA		ND	WT	<i>D</i>	
ST <i>A</i> 6.1	Identify and plan professional long nee Demonstrate an understanding of the roll of the National Professional Standards for Teachers in identifying professional learning needs Engage in profession lear of an improve practice Understand the learning are appropriate sources of professional learning for teachers.	ND	WT	<i>D</i>	
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STAN	NDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CAR	RERS AND THE	СОММС	JNITY		
			ND	WT	D	E
7.1	Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaprofession.	aching				
7.2	Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes teachers according to school stage.	s required for				
7.3	Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/ car	ers.				
7.4	Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening professional knowledge and practice.	teachers'				
Com	nment on the teacher education student's engagement with colleagues, parent	s/carers and the	comm	unity		•
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SUN	MMARY COMMENT:					
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