

Section 1: Planning effectively — preparation for teaching

Examples of evidence

Artefacts that have been modified by the preservice teacher to suit the needs of the class such as:

- unit/lesson plans and resources
- school and system documents.

Documented feedback and evaluation of planning that reflects:

- curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies
- the preservice teacher's written reflections.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	☐	☐	☐	☒
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	☐	☐	☒	☐
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5	☐	☐	☐	☒
Organise content into an effective learning and teaching sequence.	APST 2.2	☐	☐	☐	☒
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	☐	☐	☐	☒
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	☐	☐	☐	☒
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	☐	☐	☐	☒
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	☐	☐	☐	☒
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	APST 1.6	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Deb has engaged in professional discussions with mentor teachers regarding numerous class profiles, academic reports, subject syllabuses and teaching plans. These discussions covered classes ranging from junior to senior classes. Deb has also created/ amended resources to further support every student in various classes.

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A supervising teacher's observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The preservice teacher's reflections and application of supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1	☐	☐	☐	☒
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	☐	☐	☐	☒
Include a range of teaching strategies.	APST 3.3	☐	☐	☒	☐
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	☐	☐	☐	☒
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	☐	☐	☒	☐
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	☐	☐	☐	☒
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	☐	☐	☐	☒
Please leave blank if unable to assess in the school context 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.	APST 1.4	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Describe a broad range of strategies for involving parents/carers in the educative process.	APST 3.7	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Deb has incorporated various online learning platforms to make learning not only engaging but also accessible to all students. Online platforms such as 'Curipod' was engaging and provided direct feedback to students in real time.

Deb has demonstrated various teaching strategies within the classroom. Throughout her practicum, she has consistently demonstrated the 10 'Essential Skills of Classroom Management'. She has structured her lesson using explicit instructions such as 'I do, We do, You do' with great success and feedback from the students. Deb consistently seeks mentor feedback which she applies in future teaching practices.

Section 3: Managing effectively — create safe and supportive learning environments

Examples of evidence

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plans, and individual student behaviour plans.
- A supervising teacher's observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections and records of professional conversations.
- The preservice teacher's written reflections and application of supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	☐	☐	☐	☒
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	☐	☐	☐	☒
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	☐	☐	☒	☐

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. Comments are required if 'Developing Towards Graduate Level' or 'Below Graduate Level' has been identified for any of the descriptors.

Deb has consistently engaged and upheld school signature teaching practices within the classroom.

Section 4: Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, guides to making judgements, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans.
- A supervising teacher's observation notes including comments on formal and informal feedback, questioning techniques and assessment.
- The preservice teacher's written reflections and application of supervising teacher feedback.
- Data gathering tools such as checklists developed or adapted by preservice teacher.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	☐	☐	☐	☒
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	☐	☐	☐	☒
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	☐	☐	☐	☒
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	☐	☐	☐	☒
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.	APST 5.5	☐	☐	☐	☒

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Deb has engaged in pre, during and post moderation discussions about numerous assessment items ranging from Junior ICT to Senior Accounting and Business. Deb has also created/ amended the Year 10 Economics end of term assessment item to better align with ACARA.

Section 5: Professional conduct

Examples of evidence

- Artefacts such as annotated school and system policies and procedures, and communication with parents/carers.
- A supervising teacher's observations including comments on understanding and adherence to legislative requirements.
- Documentation of participation in school activities including duties, staff meetings and professional development.
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff and external professionals.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	☐	☐	☐	☒
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.	APST 4.5	☐	☐	☐	☒
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	☐	☐	☐	☒
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	☐	☐	☐	☒
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	☐	☐	☐	☒
Please leave blank if unable to assess in the school context Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	☐	☐	☐	☒

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Deb has conducted herself in and out of the classroom in a very high professional manner. She has gone beyond the courses requirements and engaged with after hour school events such as 'student pathway information' evening night. Deb was also involved in an incident where a 'One School' report had to be completed. She engaged in the process and understood the importance of confidentiality and school/ state legislative requirements.

Section 6: Excluded descriptors

All descriptors can be assessed in a professional experience setting; however to focus the final professional experience the following four descriptors will be assessed in coursework and do not require assessment in the final professional experience.

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. **APST 1.2**

Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in Identifying professional learning needs. **APST 6.1**

Understand the relevant and appropriate sources of professional learning for teachers. **APST 6.2**

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. **APST 6.4**

Section 7: Overall comments

Please use this space to describe the preservice teacher's overall strengths and areas for development.

Deb has demonstrated a high level of professionalism, initiative, and reflective practice throughout her practicum. She has actively engaged in professional discussions with mentor teacher and other teaching staff. Deb consistently adapted and created resources to support diverse learners and showed a strong commitment to aligning teaching and assessment practices with ACARA, QCAA and school expectations.

Moving forward, Deb's focus should on continuing to refine her differentiation strategies to further extend and support diverse learning needs of students. Continuing to develop her reflective practice and confidence in leading classroom discussion and data informed teaching decisions will only further strengthen her effectiveness as an educator.

Overall, Deb would be a valuable teacher asset to any school when given the opportunity.