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|  | **School of Human Movement & Nutrition Sciences** | |
| **Health & Physical Education** | | |
| **EDUC3006 Teaching** **Evaluation** | | 15 days professional experience |

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| **Report due** | **10 August 2017** |

Professional experienceprovides an opportunity for pre-service teachers to develop a range of capacities highlighted in the AITSL (2012) *Australian* *Professional Standards for Teachers*.

Since each professional experience varies in its context and content, pre-service teachers will be exposed to different professional standards in different quantities. This report allows supervisors to rate pre-service teachers’ teaching performance against the Graduate Capabilities of the Standards relative to their level of experience.

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| **BHSPE pre-service teachers’ previous experience**  Prior to this professional experience, pre-service teachers have observed a primary HPE program for 5 days; spent 10 half days teaching primary HPE and worked for 8 sessions in a physical activity program with children with physical and/or intellectual impairments. |

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| ***Pre-Service Teacher*** |  |
| ***School*** |  |
| ***Supervisor(s)*** |  |
| ***Signed by*** | (Supervisor) |
|  | (Pre-Service Teacher) |
|  | (UQ Tutor/Coordinator) |
| ***Date*** |  |

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| **Excelling** Outstanding and sustained teaching performance across a wide range of contexts  **Satisfactory** Consistent teaching performance across a range of contexts  **Unsatisfactory** Inability or inconsistent teaching performance |

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| **Professional Knowledge** | | | | | | | | | | | | | | | |
| Standard 1  **Know students and how they learn** | | | | | | | | | | | | | | | |
| **In relation to the pre-service teacher’s experience and the professional experience** **context , the pre-service teacher:**   * Understands the diverse needs , backgrounds and characteristics of students, and how they learn * Differentiates learning experiences for a range of abilities including students with special needs | | | | | | | | | | | | | | | |
| Excelling | | | | | | Satisfactory | | | | | | Unsatisfactory | | | |
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| Standard 2 **Know content and how to teach it** | | | | | | | | | | | | | | | |
| **In relation to the pre-service teacher’s experience and the professional experience** **context , the pre-service teacher:**   * Knows the content and concepts of the subject and curriculum documents * Plans and implements effective teaching and learning strategies and sequences * Recognises and respects diversity including Aboriginal and Torres Strait Islander cultural considerations * Integrates literacy, numeracy and ICTs into lessons | | | | | | | | | | | | | | | |
| Excelling | | | | | | Satisfactory | | | | | | Unsatisfactory | | | |
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| Comments on Professional Knowledge | | | | | | | | | | | | | | | |
| **Professional Practice** | | | | | | | | | | | | | | | |
| Standard 3  **Plan and implement effective teaching and learning** | | | | | | | | | | | | | | | |
| **In relation to the pre-service teacher’s experience and the professional experience** **context , the pre-service teacher:**   * Plans well-structured units/lessons with clear and achievable learning goals for varying student abilities * Plans and implements purposeful activities that are clearly linked to objectives and organised into effective learning sequences * Develops quality questions that are well scaffolded and sequenced to supports student learning * Uses a range of teaching and communication strategies including well developed teaching cues * Supports learning experiences with a range of resources and ICTs | | | | | | | | | | | | | | | |
| Excelling | | | | | | Satisfactory | | | | | | Unsatisfactory | | | |
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| Standard 4 **Create and maintain supportive and safe learning environments** | | | | | | | | | | | | | | | |
| **In relation to the pre-service teacher’s experience and the professional experience context , the pre-service teacher:**   * Plans and implements safe learning activities that are supported by formal risk assessments * Supports inclusive student participation and engagement across all learning experiences * Integrates a range of effective behaviour management strategies * Organises effective classroom activities including clear instructions and efficient equipment distribution and collection * Models and instructs in the safe, responsible and ethical use of ICTs | | | | | | | | | | | | | | | |
| Excelling | | | | | | Satisfactory | | | | | | Unsatisfactory | | | |
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| Standard 5 **Assess, provide feedback and report on student learning** | | | | | | | | | | | | | | | |
| **In relation to the pre-service teacher’s experience and the professional experience context , the pre-service teacher:**   * Provides timely and specific feedback to students on their learning * Understands and demonstrates a range of formative and summative assessment strategies * Makes consistent and comparable judgements, and understands moderation processes * Interprets assessment data to evaluate student learning and modify teaching practices * Understands the importance of keeping reliable records and identifies a range of strategies for reporting to students and parents/carers | | | | | | | | | | | | | | | |
| Excelling | | | | | | Satisfactory | | | | | | Unsatisfactory | | | |
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| Comments on Professional Practice | | | | | | | | | | | | | | | |
| **Professional Engagement** | | | | | | | | | | | | | | | |
| Standard 6  **Engage in professional learning** | | | | | | | | | | | | | | | |
| **In relation to the pre-service teacher’s experience and the professional experience context , the pre-service teacher:**   * Seeks and applies feedback from supervisors to improve teaching practices * Develops and shares professional knowledge including participation in professional conversations | | | | | | | | | | | | | | | |
| Excelling | | | | | | Satisfactory | | | | | | Unsatisfactory | | | |
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| Standard 7 **Engage professionally with colleagues, parents/carers and the  community** | | | | | | | | | | | | | | | |
| **In relation to the pre-service teacher’s experience and the professional experience context , the pre-service teacher:**   * Displays ethical behaviour and complies with school policies * Engages with the parents/carers and the community | | | | | | | | | | | | | | | |
| Excelling | | | | | | Satisfactory | | | | | | Unsatisfactory | | | |
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| Comments on Professional Engagement | | | | | | | | | | | | | | | |
| **Professional Behaviour** | | | | | | | | | | | | | | | |
| Criterion  **Develop and display professional behaviours** | | | | | | | | | | | | | | | |
| **In relation to the pre-service teacher’s experience and the professional experience context , the pre-service teacher:**   * Models accepted professional behaviour including personal presentation, preparation, punctuality and attendance * Exhibits independence, initiative and flexibility in the school environment * Interacts and works respectfully with teachers, ancillary staff, students and others * Participates in co- and extra-curricular activities including staff meetings, student-free days, playground duty, school sport, camps and other events | | | | | | | | | | | | | | | |
| Excelling | | | | | | Satisfactory | | | | | | Unsatisfactory | | | |
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| Comments on Professional Behaviour | | | | | | | | | | | | | | | |
| Additional comments (optional) | | | | | | | | | | | | | | | |
| Pre-Service Teacher comments | | | | | | | | | | | | | | | |