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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 |
|  |  |  |  |  |  |  |  |  |
| 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 |
|  |  |  |  |  |  |  |  |  |
| 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 |
|  |  |  |  |  |  |  |  |  |
| 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 |
|  |  |  |  |  |  |  |  |  |
| 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 |
|  |  |  |  |  |  |  |  |  |
| 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 |
|  |  |  |  |  |  |  |  |  |
| 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 |
|  |  |  |  |  |  |  |  |  |
| 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 |
|  |  |  |  |  |  |  |  |  |
| Comments on Professional Behaviour |
| Additional comments (optional) |
| Pre-Service Teacher comments |