

BACHELOR OF EDUCATION (Secondary)

Professional Practice 3 (Secondary) Engagement with Others EDFE13033

Information and Guidelines for the Supervision and Assessment of Pre-service Teachers

Forms	Completed by	When	Sighted/Signed
Interim Report	Supervising Teacher	End of Week 3 of block placement	Supervising Teacher and Pre-service Teacher to discuss progress and sign. Pre-service Teacher to email a copy of the Interim Report to the allocated University Supervisor for the placement.
Final Summative Report	Supervising Teacher	End of the block placement	Supervising Teacher, Pre-service Teacher and University Supervisor to sign and submit the electronic final summative report.

Pre-service Teacher	
Learning Site	
Supervising Teacher/s	
Site Coordinator	

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Section 1 – Information about Professional Practice 3 (Secondary)

Introduction to Professional Practice 3 (Secondary)

Professional Practice 3 (Secondary) is one of four units that include practical teaching placements completed by pre-service teachers at CQUniversity. Pre-service teachers undertaking this placement are in the final year of study (or equivalent) of the undergraduate Bachelor of Education (Secondary).

Professional Practice 3 (Secondary) is their third placement and is completed in a secondary school classroom that uses the Australian Curriculum with opportunities to teach Year 7 – 12 in both teaching areas (where possible).

This booklet provides information for pre-service teachers, supervising teachers, site coordinators and university supervisors about the expected outcomes, structure, activities and assessment against the Australian Professional Standards for Teachers for Professional Practice 3 (Secondary).

Aims of Professional Practice 3 (Secondary)

Professional Practice 3 (Secondary) extends on pre-service teachers' previous classroom experience from Professional Practice 1 and 2 and their knowledge of the content and teaching strategies of curriculum learning areas, but this time in **senior** secondary contexts in both teaching areas (where possible).

This is the first placement where pre-service teachers are provided with opportunities to teach in senior secondary **in both teaching areas**, but they may have observed in this context during previous placements. Professional Practice 1 was completed in one of the pre-service teacher's junior secondary teaching areas (Year 7 – 10) and Professional Practice 2 was completed in the other teaching area in junior secondary only.

Pre-service teachers at this level are expected to plan detailed well-structured **whole lessons** in both teaching areas (where possible) with clear learning goals that are linked to the curriculum and responsive to student learning needs.

Pre-service teachers at this stage of development are also expected to evaluate the impact of their planned lessons on student learning outcomes. Pre-service teachers have been introduced to a range of pedagogies and strategies for planning and implementing curriculum. The placement also includes a focus on applying skills for effective communication, negotiation, and conflict resolution as applicable to learning environments and teacher-student interactions.

The Course Map below shows the placement and focus of Professional Practice 3 (Secondary) in relation to the pre-service teachers' overall course of study and provides supervising teachers with information about the prior knowledge that pre-service teachers bring to professional experience contexts at this stage of their development.

Bachelor of Education (Secondary) Course Map									
	Term 1				Term 2				Term 3
Year 1	Education as a Profession	Teaching Youth	Discipline Teaching Area 1 unit	Discipline Teaching Area 2 unit	Responding to Diversity & Inclusion	Discipline Teaching Area 1 unit	Discipline Teaching Area 2 unit	Professional Practice 1 (Introduction to Teaching)	Indigenous Studies & Learning
Year 2	Digital Pedagogies in Secondary Schools	Engaging Learners: Classroom Management & Neuroscience	Discipline Teaching Area 1 unit	Discipline Teaching Area 2 unit	Literacy and Numeracy in Secondary School Contexts	Middle Years Learning and Teaching 12 credit point unit – i.e. equivalent to two units (one per discipline teaching area).		Professional Practice 2 (Secondary) Application of Curriculum	
Year 3	Discipline Teaching Area 1 unit	Discipline Teaching Area 1 unit	Discipline Teaching Area 2 unit	Discipline Teaching Area 2 unit	Discipline Teaching Area 1 unit	Discipline Teaching Area 2 unit	Learning and Wellbeing in Middle School	Students with Special Needs	Professional Practice 3 (Secondary) Engagement with Others
Year 4	Assessment and Reporting in Secondary Schools	Senior Years Learning and Teaching 12 credit point unit – i.e. equivalent to two units (one per discipline teaching area)			The Ethical Professional	Professional Practice 4: Engaged Teaching and Learning	Professional Practice Specialisation		

Note: Professional Practice units are shaded blue

Discipline Teaching Area units are content units completed outside of the education discipline. Pre-service teachers complete 6 units per teaching area.

NOTE: Both of the final year placements in the Bachelor of Education (Secondary) are completed in the same learning site with the same classes: PP3 occurs at the commencement of the school year, then pre-service teachers maintain contact with the classes they are attached to through a series of contextual day visits from the start of school term 3 followed by a 5 week block placement at the end of school term 3. The specialisation unit prepares pre-service teachers for effective classroom practice in the final placement.

Consistent with the course structure presented in the course map, the main aims of Professional Practice 3 (Secondary) are to allow pre-service teachers opportunities to experience the following within both teaching areas and in both junior and senior classrooms (where possible):

- Support pre-service teachers' understanding and application of strategies for **sequencing teaching and learning** to align with curriculum intent and assessment of students' achievement in an authentic classroom setting.
- Provide opportunities for pre-service teachers to plan for and practise strategies for consistent and fair **management of student behaviour** and classroom routines in whole class contexts.
- Broaden pre-service teachers' awareness of strategies that support students' **literacy and numeracy** development.
- Broaden pre-service teachers' awareness of strategies that support students' learning using **embedded ICTs**.
- Develop strategies for applying **effective communication, negotiation, and conflict resolution skills** as applicable to learning environments and teacher-student interactions.
- Enhance pre-service teachers' capacity for **evaluating their classroom practice** through a focus on student learning and targeted feedback on their progress and achievement against selected focus areas of the Australian Professional Standards for Teachers.

Expected outcomes of pre-service teachers during Professional Practice 3 (Secondary)

Pre-service teachers are assessed against the Australian Professional Standards for Teachers **at a level appropriate for their third in-school placement**. At this stage, pre-service teachers are expected to **engage with** selected focus areas of the standards matched to the tasks and activities they complete in the classroom. Specifically, by the end of the Professional Practice 3 (Secondary) placement, the pre-service teacher will be able to:

- Prepare for teaching by **organising lesson content** into a logical sequence that scaffolds the development of core curriculum concepts.
- **Select and use teaching strategies and resources**, including ICTs, to enhance student learning and understanding of curriculum content.
- Use **effective interpersonal skills and classroom management strategies** that are consistent with whole school approaches and established classroom rules to create a positive and supportive learning environment.
- **Analyse formative assessment information** gathered from teaching activities to adjust planning and delivery of lessons to meet the learning needs of students in the class.
- **Respond to feedback** about planning and teaching to evaluate practice and identify ways to improve teaching and student learning.
- **Reflect** on the impact their teaching practice has on student learning and engagement by making explicit links to the selected focus areas of the Australian Professional Standards for Teachers for Professional Practice 3 (Secondary).
- Apply **personal literacy and numeracy competence** in classroom and professional contexts.

Elaboration of the achievement standards and detailed expectations of pre-service teachers during Professional Practice 3 (Secondary) are outlined in the Supervision and Assessment Section of this booklet. The details provided should be used by supervising teachers as a guide for:

- (a) providing the pre-service teacher with appropriate opportunities for learning how to teach during the placement;
- (b) providing feedback on the pre-service teacher's practice and progress against the expectations set for Professional Practice 3 (Secondary); and,
- (c) making judgements on the pre-service teacher's overall achievement against the Standards on the Final Summative Report.

Pre-service teachers' prior knowledge and preparation for Professional Practice 3 (Secondary)

Pre-service teachers are prepared for the placement through 6 weeks of intensive university tutorials and workshops. This intensive is the equivalent of 12 weeks of university tutorials, compressed into a 6 week period completed prior to the university Christmas closure. Pre-service teachers then engage in self-directed study in the period directly prior to the placement to prepare them for engagement in the relevant curriculum learning areas and planning.

The structured coursework examines and critiques theory and skills for effective communication, negotiation, and conflict resolution as applicable to learning environments and teacher-student interactions. The ethical tensions that arise in learning environments and ways of dealing with these dilemmas are also covered. The coursework also involves focused observation of learning environments, design and implementation of pedagogical strategies, and evaluation of learning outcomes. Pre-service teachers analyse the nexus between teacher pedagogy and teacher-student dialogue in order to engage students in thinking that involves extension, refinement and meaningful use of knowledge.

The self-directed learning activities develop pre-service teachers' knowledge of a range of teaching and engagement strategies to demonstrate their understanding of the concepts, substance and structure of their curriculum learning areas by linking teaching practice to the relevant junior and senior curriculum framework/s through the design of effective learning that utilises appropriate content knowledge.

Additionally, pre-service teachers will be required to apply knowledge learnt in discipline units to design and implement learning experiences cognisant of student prior knowledge. As a result of this engagement with curriculum frameworks, pre-service teachers will be able to link lesson goals to curriculum content and intent within their nominated curriculum learning areas with some support from the supervising teacher. They will have a basic understanding of teaching strategies in these curriculum learning areas and basic knowledge of processes for planning learning sequences and using formative assessment strategies to monitor student learning.

To be eligible to complete the block placement for Professional Practice 3 (Secondary), pre-service teachers must receive a passing grade on a university-based written assessment task in this unit. This assessment task assesses pre-service teachers' knowledge and understanding of theories and practical strategies for engaging with key stakeholders in educational environments culminating in a written personal reflection on professional practice relating to engagement with key stakeholders.

Duration and Structure of Professional Practice 3 (Secondary)

Pre-service teachers complete a total of 25 days of professional experience in a secondary learning site according to the schedule shown in Table 1 below.

Table 1: Duration and structure of Professional Practice 3 (Secondary)		
Induction and orientation to the site	Completed prior to the commencement of the placement or on Day 1	Meeting with Site Coordinator and Supervising Teacher/s WHS procedures and regulations for site
25 day (5 week) block placement	5 week continuous block in School Term 1	Assessable placement days

The induction day is intended to orientate the pre-service teacher to the site prior to the commencement of the assessable component of this placement. It is expected that site coordinators will clarify expectations for professional conduct and WHS regulations and procedures at the school site on this day

NOTE: Pre-service Teachers may be invited to attend Student Free Days scheduled at the start of the school year at the discretion of the learning site. Pre-service teachers may complete induction processes on a Student-Free Day but attendance on these days does not contribute to the 25 mandatory assessable days for this placement.

The **five-week continuous block placement** involves supervised assessment, coaching and mentoring by a teacher with current registration with the Queensland College of Teachers; or, in the case of placements outside Queensland, a teacher who by way of holding an approved qualification or by way of experience, would be eligible for registration as a teacher in Queensland under the Queensland College of Teachers' arrangements for mutual recognition.

Payment to supervising teachers is received for all assessable placement days and procedures for returning pay claims can be found on the separate Payment Information Sheet supplied with these materials.

Section 2 – Guidelines for the Supervision and Assessment of Pre-service Teachers

The support, supervision and assessment of pre-service teachers during Professional Practice placements centres on five key aspects of teaching practice identified in the Queensland Professional Experience Reporting Framework (the framework). The framework is an integral part of Queensland Partnership Agreements for the conduct of high quality professional experience and provides a common assessment and reporting mechanism for making judgments on pre-service teachers' achievement of the Australian Professional Standards for Teachers (Graduate Career Stage).

Regardless of the Australian state or territory in which the placement is completed, the five aspects of teaching practice underpinning the performance and assessment of pre-service teachers during Professional Practice 3 (Secondary) are:

- 1. Planning effectively – Preparing for teaching**
- 2. Teaching effectively – Enactment of teaching**
- 3. Managing effectively – Creating safe and supportive classroom environments**
- 4. Assessing and recording learning**
- 5. Professional conduct**

The role of the Supervising Teacher/s

The supervising teacher/s performs a vital role in the support and assessment of pre-service teachers and in the processes they undertake while learning to teach. Valued features of this role include modelling effective teaching practice and creating opportunities for discussion and reflection on practices that improve student learning to guide the pre-service teacher's professional development.

The following sections of this booklet provide information and guidelines for three key responsibilities of the supervising teacher's role in this placement in relation to mentoring, supervision and assessment. These responsibilities include:

- Providing opportunities that allow the pre-service teacher to demonstrate the specific requirements of the placement;
- Observing the pre-service teacher's practice and providing feedback on their progress to promote reflection, self-assessment against the Standards and evaluation of the impact of practice on student learning; and,
- Making assessment judgements based on evidence relevant to achievement criteria and the specified focus areas of the Australian Professional Standards for Teachers.

The role of the University Supervisor

The university supervisor plays an important role in providing support to all stakeholders during Professional Practice placements, particularly where a pre-service teacher may be considered to be "at-risk" of not meeting expectations.

A designated university academic staff member will perform the role of university supervisor on each CQUniversity campus. He/she will make contact with supervising teachers to clarify any expectations for the supervision and assessment of pre-service teachers prior to the commencement of the assessable block.

The university supervisor will conduct a site visit to the learning site during the assessable block to meet with pre-service teachers and supervising teachers; provide moderation of assessment; and assist with formative and general feedback on the pre-service teacher's progress. Where distance from a regional university campus makes physical attendance difficult, this support will occur through telephone and email contact.

Please note the CQUniversity's Professional Practice Handbook outlines the roles and responsibilities of **all** key stakeholders involved in placements; and supervising teachers, site coordinators and pre-service teachers are encouraged to refer to this handbook for further details about all aspects of the placement.

Specific Requirements of Professional Practice 3 (Secondary) – Pre-service teacher tasks and activities

The tasks completed by pre-service teachers during Professional Practice 3 (Secondary) include observation, teaching and reflection activities which are organised around the five aspects of teaching practice identified previously. Table 2 below provides a general guide for the pre-service teacher’s learning progression. Activities are dependent on context and the pre-service teacher’s readiness for teaching whole class lessons and may be adjusted by the supervising teacher as required. Suggested guidelines for the maintenance and organisation of a “**Working Portfolio**” for recording evidence of the tasks and activities outlined in Table 2 is included as Appendix 3 to this booklet. Pre-service teachers should follow these guidelines to create an **up-to-date ongoing record** of engagement in the tasks and activities for the placement and **make this portfolio available for viewing by the supervising teacher each placement day**. Failure to do so may place the pre-service teacher “at risk”.

Table 2: Pre-service Teacher tasks and activities for Professional Practice 3 (Secondary)		
Professional Practice Day/s	Activities	Evidence (Records to be maintained by the pre-service teacher)
Induction & Orientation (may be inclusive of Student Free Days)	<p>Induction: Obtain copies of school and classroom policies and practices related to classroom management and discuss the principles underpinning these approaches with the supervising teacher.</p> <p>Discuss expectations for professional conduct and WHS regulations and procedures at the learning site during professional experience and ensure understanding of and compliance with these expectations for the duration of this placement.</p>	Copies of relevant policies and classroom resources.
Week 1 (Assessable days)	<p>Observe teaching and learning strategies in both teaching areas in both junior and senior contexts (where possible) focussing on the use of discipline specific teaching strategies and resources (including ICTs to support student learning) and discuss your observations with the supervising teacher.</p> <p>Supervise small group or whole class activities in both teaching areas in both junior and senior contexts as directed by the supervising teacher.</p> <p>Record information about the needs, interests and abilities of individual students or small groups that impact on planning decisions to support their learning, engagement and on-task behaviour during lessons.</p> <p>Reflect on your understanding of the ways in which discipline-specific teaching strategies and/or strategies for engaging and motivating learners support student learning and on-task behaviour in the lessons you have observed by writing a short reflection on your observations and experiences for each placement day.</p>	<p>One written observation focussing on the structure and use of teaching strategies (including use of ICTs) for one class for each placement day.</p> <p>One reflection per placement day (dated and labelled to indicate the specific focus of reflection).</p>
Week 2 - 3 (Assessable days)	<p>Observe teaching practice and student learning as above ensuring that observations focus on the implementation of curriculum within both teaching areas (where possible) including lessons that support literacy and/or numeracy development and the use of ICTs to support student learning.</p> <p>(Week 2) Plan and teach part lessons or activities to support the learning of small groups under the direction of the supervising teacher in both teaching areas in both junior and senior contexts (where possible)*.</p>	<p>One written observation per placement day (dependent on the amount of teaching undertaken by the pre-service teacher).</p> <p>Two* planned part lessons for each placement day.</p>

<p><i>Interim Report due at the end of Week 3</i></p>	<p>(Week 3) Plan and teach one whole class lesson per placement day in both teaching areas in both junior and senior contexts (where possible)* with plans written up in detail using the lesson plan template.</p> <p>Discuss the focus for planning and teaching during the rest of the placement with the supervising teacher. Planning should include the development of at least one lesson sequence (or part of a lesson sequence) in both teaching areas leading to the demonstration of learning of some aspect of the curriculum in a summative task (where possible).</p> <p>Analyse information about the learning that occurred as a result of your planning and teaching and reflect on improvements to teaching practice that could enhance student learning.</p> <p>Write a short reflection for each placement day that shows your developing understanding of the characteristics of learners that affect engagement, participation and achievement of learning outcomes and strategies that you have found to be effective for teaching, learning and assessing student learning and creating supportive, safe and inclusive learning environments.</p>	<p>Two* planned whole lessons for each placement day.</p> <p>Completed evaluation section for each lesson (or part lesson) above.</p> <p>One reflection per placement day (as above).</p>
<p>Week 4 - 5 (Assessable days)</p>	<p>Continue observations as above.</p> <p>Plan and teach one class lesson per placement day in each teaching area in both junior and senior contexts (where possible)* with plans written in detail on the lesson plan template. Lesson plans should include links to the curriculum, explicit learning goals, a clear instructional plan and a strategy for monitoring student learning. Planning and teaching should include some opportunities to trial the use of ICTs to support and enhance student learning. Planning and teaching should include a sequence of lessons leading up to students' demonstration of their learning in a summative assessment task.</p> <p>Collect work samples or other assessment information from teaching to identify the learning that has occurred and discuss modifications for follow-up lessons that will improve teaching practice and student learning with the supervising teacher. Use the information to evaluate the effectiveness of the chosen teaching strategies and annotate lesson plans to record modifications for follow-up lessons to support the learning of all students in the class.</p> <p>Reflect on progress towards meeting the expectations of the placement using the Guide to Making Judgements (See Appendix 2) and the supervising teacher's feedback and write a short reflection each placement day that includes goals for improving practice and professional learning. Reflections should make explicit links to the Australian Professional Standards for Teachers that are the focus for assessment on the Professional Practice 3 (Secondary) Final Summative Report.</p>	<p>Observations as above</p> <p>Two* completed lesson plans per placement day with evaluation completed and adjustments made to follow up lessons to support student learning.</p> <p>One reflection for each placement day.</p>

*The number of lessons may vary depending upon the context and timetable availability.

Assessment of pre-service teachers’ classroom practice – A guide to using the assessment tools in this booklet

Assessment of pre-service teachers during Professional Practice 3 (Secondary) involves three key processes that are part of the supervising teacher’s responsibilities throughout the placement. These processes are:

1. Observation of pre-service teacher’s practice throughout the assessable days.
2. Completion of an Interim Report at the end of Week 3 (Day 15).
3. Completion of the Final Summative Report at the end of the placement (Day 25).

The following section provides a guide to these assessment processes for supervising teachers.

1: Observation of teaching practice

Formal observation of pre-service teachers’ practice is an important strategy for monitoring their progress and providing focused feedback to improve pedagogy and general classroom practice.

As well as forming the basis for reflection and discussion, the supervising teacher’s observations can be used to identify pre-service teachers who are not making adequate progress against the Standards for Professional Practice 3 (Secondary) and to trigger the “at-risk process”.

The supervising teacher should complete observations on an **agreed focus selected from the list provided in Table 3 below**. The focus chosen for observations will depend on context but should cover a range of classroom teaching practices over the duration of the placement. A template for recording observations is provided as Appendix 1 to this booklet.

Table 3: Observation focus for feedback and monitoring of progress during Professional Practice 3 (Secondary)	
Aspect of Teaching Practice/Link to the Australian Professional Standards for Teachers	Suggested Focus for Classroom Observation and Feedback
Planning and Teaching	
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	2.1 Uses appropriate content and teaching strategies for the teaching area. 2.1 Uses a range of strategies to engage learners.
2.2 Organise content into an effective learning and teaching sequence.	2.2 Links to students’ prior knowledge and use of instructional steps that scaffold understanding of core concepts. 2.2 Timing and pacing of lesson delivery. 2.2 Effective beginning, middle and end of lessons.
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2.5 Explicit teaching or modelling of literacy or numeracy skills required to complete a set task.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2.6 Use of digital resources to support student learning of a curriculum concept.
3.3 Include a range of teaching strategies.	3.3 lessons use a variety of strategies that are appropriate to the content being taught.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	3.4 Uses a range of resources and ICTs that target the needs and interests of students in the class.
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	3.5 Questioning and feedback to correct misconceptions and support learning of all students.
Managing the learning environment	
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.	4.1 Use of strategies to promote the participation of all students in a learning activity.
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2 Use of essential skills to prevent, support and correct off-task behaviour. 4.2 Use of instructions, established rules and organised routines to manage transitions during lessons. 4.2 Organisation and appropriate timing of scheduled activities in lessons.
Assessing and recording learning	
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	5.1 Use of a planned assessment strategy to collect information on students’ progress and learning.
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	5.2 Use of feedback that corrects misconceptions or extends students’ understanding towards meeting the lesson goal.
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	5.4 Use of planned questions to check for understanding and respond to students’ learning needs.

Supervising teachers should complete **at least 1 formal observation *per teaching area* for each week of the assessable block placement (i.e. 2 formal observations per week where possible).**

To complete the observation, the following process should be used:

1. The supervising teacher selects an observation focus from Table 3 and advises the pre-service teacher of a specific lesson for observing the **agreed focus**.
2. The pre-service teacher prepares for the observation and demonstrates the aspect of practice in the classroom setting while the supervising teacher observes and records data related to the agreed focus on the observation template. (See Appendix 1 for a copy of the observation template.)
3. The supervising teacher shares observations and feedback on the observed aspect of practice with the pre-service teacher and encourages discussion about strategies to improve or consolidate practice in that specific focus area with a particular emphasis on the impact of that practice on student learning.
4. The supervising teacher should provide the pre-service teacher with a copy of the completed observation template for the purpose of compiling and reflecting on evidence of their practice against the Australian Professional Standards and criteria for the placement.

2: The Interim Report

The Interim Report identifies the focus areas of the Australian Professional Standards for Teachers that pre-service teachers will **engage with** during Professional Practice 3 (Secondary). The Standards are grouped according to the five key aspects of planning, teaching, managing, assessing and recording learning and professional conduct that are the focus of professional learning and assessment in this placement. The criteria for assessment of these Standards at this level are outlined in Appendix 2. The criteria act as a Guide to Making Judgements on the pre-service teacher's progress at the mid-way point and again at the end of the block placement for the purposes of completing the Final Summative Report.

Supervising teachers should complete the Interim Report at the end of Week 3 (Day 15) of the block.

The Interim Report should be used as the basis for a discussion with the pre-service teacher about their progress at this stage of the placement and to identify strategies to improve or enhance teaching practice with respect to the Guide to Making Judgements and expectations for Professional Practice 3 (Secondary).

In response to the supervising teacher's feedback on the Interim Report, the pre-service teacher should reflect on their progress and work with the supervising teacher to improve and enhance teaching practice and professional learning for the remainder of the placement.

3: The Final Summative Report.

The Final Summative Report assesses the pre-service teacher's achievement during Professional Practice 3 (Secondary) using the same focus areas of the Standards and criteria as the Interim Report. Supervising teachers should complete the Final Summative Report at the end of the block placement by recording the pre-service teacher's overall achievement of the Standards for each of the five key areas of practice. The supervising teacher should refer to the criteria for pre-service teachers outlined in the Guide to Making Judgements (see Appendix 2).

Identifying "At-risk" pre-service teachers

A pre-service teacher is identified as being "at-risk" of failing the placement when they are not demonstrating adequate progress towards meeting the expected outcomes or criteria for Professional Practice 3 (Secondary).

Supervising teachers use classroom observations; the descriptors and sources of evidence outlined in the Guide for Making Judgements (Appendix 2); and the Interim Report as mechanisms for identifying pre-service teachers who are "at-risk".

In the event that a pre-service teacher is judged to be performing "Below the expected standard", the supervising teacher should contact the relevant university supervisor to initiate a formal "at-risk" process and develop a support plan for the pre-service teacher. Please see the CQUniversity Professional Practice Handbook for a detailed outline of the "at-risk" process and a copy of the "at-risk" form which includes a section for documenting the proposed support plan.

Section 3: Assessment and Reporting Forms

The Assessment and Reporting Forms should be completed throughout the professional experience placement and sighted and signed by the pre-service teacher.

Copies of the Classroom Observation template and the Interim Report should be provided to the pre-service teacher to support reflection on practice related to the Standards at the level of development described in the Guide to Making Judgements for Professional Practice 3 (Secondary).

Supervising teachers should refer to the **Appendix 2: Guide to Making Judgements** while completing the Assessment and Reporting Forms.

Process for the Final Summative Report

The summative report for Professional Practice 3 (Secondary) is completed electronically. The following steps outline the process for completing this report:

1. Supervising teachers will receive an email from the Professional Experience Office at the beginning of the final week of the assessable block with the link to the electronic report embedded in the email. After completing the report and clicking the button called “Supervising teacher sign & submit”, the report will automatically be digitally signed and dated and sent via email to the pre-service teacher.
2. The pre-service teacher will check the report and click an acknowledgement that she/he has read the report. By clicking the button on the report labelled “Pre-service teacher sign & submit”, the report will be digitally signed with the pre-service teacher’s name and dated and sent to the university supervisor via email for their signature and final checking.
3. The university supervisor will receive an email that contains a link to the completed report for the pre-service teacher they have supervised during Professional Practice 3 (Secondary). The email will have the name “**Action Required: Placement Final Report**” in the subject line and will ask them to identify if the pre-service teacher has completed the placement to a satisfactory standard by clicking “**Yes**” or “**No**” in the allocated section at the end of the report to confirm the overall result. After reviewing the report and acknowledging the overall result, the university coordinator will click on the “**CQUniversity Supervisor sign & submit**” button which will add their digital signature and date and send the final report directly to the university record keeping system in the SONIA database.

Any queries regarding assessment and reporting should be directed to the university supervisor. University support staff can also be contacted by email to the CQUniversity Professional Experience Office at WIL-EduArts@cqu.edu.au.

EDFE13033 Professional Practice 3 (Secondary) Attendance Record

A copy of this attendance record should be included in the pre-service teacher's Working Portfolio.

Pre-service Teacher:	Learning Site:
Supervising Teacher:	Year Level/Teaching Area:

Placement Day	Placement Day	Date	Working Portfolio Evidence Satisfactory/Unsatisfactory	Daily Progress Satisfactory/ Unsatisfactory*	Supervising Teacher (Initials)
Induction & Orientation	Day Visit		N/A	N/A	
Week 1 of Continuous Block	Day 1		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 2		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 3		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 4		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 5		<input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Week 2 of Continuous Block	Day 6		<input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 7		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 8		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 9		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
	Day 10		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	

*NB If one day is rated 'Unsatisfactory', please notify the site coordinator and contact the university supervisor at the relevant CQUniversity campus.

A second 'Unsatisfactory' should initiate the 'at risk' process as outlined in the Professional Practice Handbook.

EDFE13033 Professional Practice 3 (Secondary) Report Interim Report

Pre-service Teacher: _____ Learning Site: _____

Supervising Teacher: _____ Teaching Area/s: _____

This report is based on the pre-service teacher’s **engagement** with the Australian Professional Standards for Teachers. In this placement, pre-service teachers are developing their practice **TOWARDS** meeting the Standards at Graduate Level.

Please refer to the Guide to Making Judgements for descriptions of the expected standard of performance of pre-service teachers as well as possible sources of evidence to inform assessment judgements in each of the five areas as well as the Classroom Observations completed to date.

Key to ratings: Below Expected Level for PP3 (B); Developing towards Expected Level for PP3 (D); At Expected Level for PP3 (A); Exceeding Expected Level for PP3 (E)

Focus for Assessment	B	D	A	E
Section 1: Planning Effectively				
APST 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning • Writes anecdotal observations and collects information for a whole class profile that shows an understanding of factors of students’ development, backgrounds and characteristics that affect learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds • Selects teaching strategies that are responsive to the learning strengths and needs of diverse groups of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities • Designs lessons and teaching sequences using strategies that meet the specific learning needs of students across the range of ability levels in the class group. • Uses data collected on students’ development and characteristics in the class profile to differentiate learning activities for individuals and groups and records modifications in planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 2.2 Organise content into an effective learning and teaching sequence • Organises content in small group and whole class lessons into a structure that assists student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans • Develops classroom assessment activities to monitor student learning and achievement of an element of the curriculum and records data gathered for planning and reporting purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas • Uses teaching strategies that draw on observations of teaching practice and pedagogical knowledge to support the development of learners’ literacy and/or numeracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics • Writes lesson plans that set clear learning goals based on the curriculum documents, and that are responsive to the information recorded on individuals and ability groups in the whole class profile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies • Plans lessons that incorporate direct instruction and a range of teaching strategies to develop learners’ understanding of concepts and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning Effectively - Comments:				

Section 2: Teaching Effectively	B	D	A	E
<p>APST 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</p> <ul style="list-style-type: none"> Writes detailed observations of teaching practice that identify discipline specific teaching strategies and reflects on how these strategies support development of students' knowledge and skills Implements lessons and teaching sequences that show knowledge and understanding of curriculum content and focus on core concepts to be taught. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>APST 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</p> <ul style="list-style-type: none"> Uses digital tools and resources in the classroom where appropriate to engage students and explain curriculum concepts. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>APST 3.3 Include a range of teaching strategies</p> <ul style="list-style-type: none"> Selects and uses a range of teaching strategies that actively involve students in using thinking processes and acquiring the skills of specific curriculum learning areas. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>APST 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning</p> <ul style="list-style-type: none"> Applies knowledge of students' strengths, needs and interests to select ICTs and other resources that engage students in learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>APST 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</p> <ul style="list-style-type: none"> Uses effective verbal and non-verbal communication strategies to question and engage students and explain concepts. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>APST 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</p> <ul style="list-style-type: none"> Evaluates planned lessons after implementation and records modifications or adaptations for re-reaching or extension to improve the learning of all students in the class. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>APST 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</p> <ul style="list-style-type: none"> Uses feedback from the supervising teacher/s to set goals for improving professional knowledge and practice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Effectively – Comments:				
<i>Sample Only</i>				
Section 3: Managing Effectively	B	D	A	E
<p>APST 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities</p> <ul style="list-style-type: none"> Reflects on observations of teaching practice across the range of learning areas to identify the strategies that teachers use to foster inclusive learning environments. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>APST 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions</p> <ul style="list-style-type: none"> Reinforces established classroom rules and routines to create an organised learning environment and manage transitions. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>APST 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour</p> <ul style="list-style-type: none"> Designs and uses a classroom management plan that proposes strategies to be used for conflict resolution and correction of challenging behaviours that may arise in the classroom. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Effectively – Comments:				
Section 4: Assessing and Recording Learning	B	D	A	E
<p>APST 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning</p> <ul style="list-style-type: none"> Plans for the use of formative assessment strategies in teaching sequences to monitor student learning and assessment of prior knowledge. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>APST 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</p> <ul style="list-style-type: none"> Uses assessment information to provide feedback to students and make judgements on their progress towards demonstrating outcomes for a planned learning sequence. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APST 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning <ul style="list-style-type: none"> Engages in the moderation of students' work to support consistent and comparable judgements of student learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice <ul style="list-style-type: none"> Uses and interprets student assessment data to evaluate student learning and uses this to modify and adapt teaching practice where appropriate 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 5.5 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"> Creates checklists and other suitable formats to record accurate and reliable information on student progress and uses this to inform parents/carers of student achievement. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing and Recording Learning – Comments:				
Section 5: Professional Conduct				
APST 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements <ul style="list-style-type: none"> Designs and uses a classroom management plan that includes preventative and supportive strategies to support students' safety and wellbeing in line with school processes and policies. 	B	D	A	E
APST 4.5 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"> Applies practices for safe, responsible and ethical use of digital tools and information consistent with school policy. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession <ul style="list-style-type: none"> Demonstrates attitudes and behavior consistent with a commitment to the profession and codes of conduct and ethics for teachers throughout the placement. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage <ul style="list-style-type: none"> Applies school organisation processes and policies to own conduct and practice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APST 7.4 Understands the role of external professionals and community representatives in broadening teachers' professional knowledge and practice <ul style="list-style-type: none"> Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development and self-improvement. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Conduct - Comments				
Interim Report Rating				
<input type="checkbox"/>	<input type="checkbox"/>			
Unsatisfactory (Further support required to progress)	Satisfactory (Making good progress)			

Pre-service Teacher Signature:		Date:	
Supervising Teacher Signature:		Date:	

EDFE13033 Professional Practice 3 (Secondary) Final Summative Report

The formatting of the electronic version of the report will vary from this sample.

An email will be forwarded to the Supervising Teacher by the CQUniversity Professional Experience Office at the beginning of the final week of the assessable block with the link to the electronic report embedded in the email

Instructions:

This report is based on the Pre-service Teacher's **engagement** with the Australian Professional Standards for Teachers. In this placement, Pre-service Teachers are developing their practice **towards** meeting the Standards at Graduate Level.

Not all focus areas of the Standards are assessed in this placement as this is only the third of four placements for the Pre-service Teacher.

To complete this report:

- Refer to the [Professional Practice 3: Guide to Making Judgements](#) on Pre-service Teachers' performances and sources of evidence
- Select the relevant rating for each standard description for the drop down boxes
- Assessment should be consistent with the ratings and feedback for all Assessable Days (including feedback, observations) to complete this report
- Submit one collaborative report per Pre-service Teacher only. If the Pre-service Teacher has had more than one Supervising Teacher, space to record the relevant names is provided in the 'Sign & Submit' section of the report.

Student Details:

Student ID:	Student Name:	Stent Email:
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Placement Details:

Learning Site:	
Supervising Teacher:	Year Level/Teaching Area:

Section 1: Planning Effectively

<p>APST 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. Writes anecdotal observations and collects information for a whole class profile that shows an understanding of factors of students' development, backgrounds and characteristics that affect learning.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. Selects teaching strategies that are responsive to the learning strengths and needs of diverse groups of students.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. Designs lessons and teaching sequences using strategies that meet the specific learning needs of students across the range of ability levels in the class group. Uses data collected on students' development and characteristics in the class profile to differentiate learning activities for individuals and groups and records modifications in planning.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 2.2 Organise content into an effective learning and teaching sequence. Organises content in small group and whole class lessons into a structure that assists student learning.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. Develops classroom assessment activities to monitor student learning and achievement of an element of the curriculum and records data gathered for planning and reporting purposes.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>

<p>APST 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. Uses teaching strategies that draw on observations of teaching practice and pedagogical knowledge to support the development of learners' literacy and/or numeracy.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. Writes lesson plans that set clear learning goals based on the curriculum documents, and that are responsive to the information recorded on individuals and ability groups in the whole class profile.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. Plans lessons that incorporate direct instruction and a range of teaching strategies to develop learners' understanding of concepts and skills.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>

Planning Effectively – Comments:

Section 2: Teaching Effectively

<p>APST 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. Writes detailed observations of teaching practice that identify discipline specific teaching strategies and reflects on how these strategies support development of students' knowledge and skills Implements lessons and teaching sequences that show knowledge and understanding of curriculum content and focus on core concepts to be taught.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. Uses digital tools and resources in the classroom where appropriate to engage students and explain curriculum concepts.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 3.3 Include a range of teaching strategies. Selects and uses a range of teaching strategies that actively involve students in using thinking processes and acquiring the skills of specific curriculum learning areas.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. Applies knowledge of students' strengths, needs and interests to select ICTs and other resources that engage students in learning.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. Uses effective verbal and non-verbal communication strategies to question and engage students and explain concepts.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. Evaluates planned lessons after implementation and records modifications or adaptations for re-reaching or extension to improve the learning of all students in the class.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. Uses feedback from the supervising teacher/s to set goals for improving professional knowledge and practice.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>

Teaching Effectively – Comments:

Section 3: Managing Effectively

<p>APST 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. Reflects on observations of teaching practice across the range of learning areas to identify the strategies that teachers use to foster inclusive learning environments.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. Reinforces established classroom rules and routines to create an organised learning environment and manage transitions.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. Designs and uses a classroom management plan that proposes strategies to be used for conflict resolution and correction of challenging behaviours that may arise in the classroom.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>

Managing Effectively – Comments:

Section 4: Assessing and Recording Learning

<p>APST 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. Plans for the use of formative assessment strategies in teaching sequences to monitor student learning and assessment of prior knowledge.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. Uses assessment information to provide feedback to students and make judgements on their progress towards demonstrating outcomes for a planned learning sequence.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. Engages in the moderation of students' work to support consistent and comparable judgements of student learning.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. Uses and interprets student assessment data to evaluate student learning and uses this to modify and adapt teaching practice where appropriate</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 5.5 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. Creates checklists and other suitable formats to record accurate and reliable information on student progress and uses this to inform parents/carers of student achievement.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>

Assessing and Recording Learning – Comments:

Section 5: Professional Conduct

<p>APST 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. Designs and uses a classroom management plan that includes preventative and supportive strategies to support students' safety and wellbeing in line with school processes and policies.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>
<p>APST 4.5 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. Applies practices for safe, responsible and ethical use of digital tools and information consistent with school policy.</p>	<p>(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context</p>

<p>APST 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. Demonstrates attitudes and behavior consistent with a commitment to the profession and codes of conduct and ethics for teachers throughout the placement.</p>	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
<p>APST 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. Applies school organisation processes and policies to own conduct and practice.</p>	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context
<p>APST 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development and self-improvement.</p>	(E) Exceeding expected level (A) At expected level (D) Developing towards expected level (B) Below expected level Not able to be demonstrated/assessed in this context

Professional Conduct – Comments:

OVERALL RESULT: Professional Praxis 3 – Enacting Learning and Teaching

- The overall result of the report must be consistent with the ratings for each standard descriptor in Sections 1-5 of this report
- An overall result of 'Unsatisfactory' on this report should be preceded by an 'At Risk' process which was carried out in conjunction with the CQUniversity Supervisor.

25 Day Professional Practice 3 Placement Completed on:
 (Enter completion date)

<p>OVERALL RESULT Professional Practice 3 – Engagement with Others</p>	<input type="radio"/> SATISFACTORY - (E) Exceeding expected level <input type="radio"/> SATISFACTORY - (A) At expected level <input type="radio"/> UNSATISFACTORY - (D) Developing towards expected <input type="radio"/> UNSATISFACTORY - (B) Below expected level
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Supervising Teacher Sign and Submit

Record the names of all Supervising Teachers in the boxes below (where applicable)
 Click on **'Save Draft'** to save information entered on the form and return to edit/submit at a later date
 Click on **'Supervising Teacher Sign & Submit'** to digitally sign and submit the form

Only one Supervising Teacher is required to click on the 'Supervising Teacher Sign & Submit' button

You will not be able to edit any the form after submitting. To make any changes please email edupo@cqu.edu.au and request the form to be unlocked.

Supervising Teacher #1 Name:	
Supervising Teacher #2 Name (if applicable):	
Supervising Teacher #3 Name (if applicable):	

Save Draft SUPERVISING TEACHER SIGN & SUBMIT

Appendix 1: Classroom Observation Template

The supervising teacher should use the template below to record observations on specific aspects of the pre-service teacher’s classroom practice. A copy of the observation should be provided to the pre-service teacher for reflection purposes and for the pre-service teacher to the observation in their Working Portfolio. See pages 8-9 of this booklet for specific aspects of practice for observation and feedback during Professional Practice 3 (Secondary).

Classroom Observation Template	
Supervising Teacher:	Date:
Pre-service Teacher:	Teaching Area/Year Level:
Focus for observation: <i>(See Table 3 on Page 8 of this Information and Guidelines booklet)</i>	APST descriptor/s: <i>(See Table 3 on Page 8 of this Information and Guidelines booklet)</i>
I saw....	I heard....
Comments/questions for follow-up discussion and reflection (I thought...)	

Appendix 2: Guide to Making Judgements

This Guide to Making Judgements should be used to inform classroom observations and feedback and the completion of the Interim Report and the Final Summative Report.

The Guide consists of two parts:

- Concise descriptions of the expected standard of performance of pre-service teachers in five key areas of classroom practice i.e. **“At expected level (A)”** on the Interim and Final Report form.
- Identification of possible sources of evidence to inform assessment judgements in each of the five areas. **This list is not intended as a checklist and serves only to provide examples of possible sources of evidence of the pre-service teacher’s practice. Supervising teachers may use other artefacts or sources of evidence to support assessment decisions.**

Assessment ratings on the Interim Report and the Final Summative Report are based on the Standard Descriptor for “At Expected Level for PP3” (A) and are outlined below.

Assessment Ratings	
Exceeding expected level for PP3	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that exceeds the criteria and descriptor on the Guide to Making Judgements for “At Expected level” for a third year pre-service teacher.
At Expected level for PP3	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that demonstrates the criteria on the Guide to Making Judgements for “At expected level” for a third year pre-service teacher.
Developing towards expected level for PP3	Awareness of knowledge, practice and engagement outlined on the Guide to Making Judgements for “At expected level” for a third year pre-service teacher but inconsistent demonstration of evidence from Classroom observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements.
Below expected level for PP3	Little or no evidence of knowledge, practice and engagement or awareness from Classroom Observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements for “At Expected level” for a third year pre-service teacher.

Professional Practice 3 (Secondary) Guide to Making Judgements

Section 1: Planning effectively – preparing for teaching

Standard Descriptor: At expected level (A) –

The pre-service teacher develops whole class and small group lesson plans and learning sequences that align with the knowledge, understanding and skills of curriculum learning areas for the year level.

The pre-service teacher prepares for teaching by identifying achievable learning goals for students and organising lesson content into a logical sequence that scaffolds the development of core concepts.

With support from the supervising teacher, the pre-service teacher’s planning shows a developing understanding of alignment between curriculum, learning and assessment and of teaching strategies that support students in meeting the literacy and/or numeracy demands of classroom tasks.

The pre-service teacher’s planning shows some awareness of the need to differentiate teaching strategies based on student diversity and differences in the learning styles and needs of student groups within the class.

Possible Sources of evidence

Artefacts	Observation	Discussion and reflection
<p>Lesson plans or learning sequences designed or modified by the pre-service teacher that include links to curriculum and a range of teaching strategies that scaffold students’ learning of core concepts and skills</p> <p>Planning or records of assessment strategies and students’ progress that show awareness of student learning outcomes and that identify modifications required to support the learning and participation of all students</p> <p>Written evaluations by the pre-service teacher of lessons in response to own reflection or feedback from the supervising teacher</p> <p>Meeting notes showing evidence of collaborative planning or evaluation</p>	<p>Not applicable</p>	<p>Pre-service teacher contributions to planning checks by the supervising teacher and/or discussions about planning decisions and the use of strategies to support the learning of all students in the class</p>

Section 2: Teaching effectively – enactment of teaching

Standard Descriptor: At expected level (A) –

The pre-service teacher selects and trials the use of teaching and learning strategies that link to curriculum outcomes and assessment tasks and are suitable for the learning context.

The pre-service teacher incorporates a range of communication strategies and resources into teaching practice to develop the content of lessons and uses ICTs or digital resources in ways that enhance student learning and engagement.

The pre-service teacher incorporates questioning techniques and feedback into lessons to correct misconceptions and monitor students’ understanding and reflects on students’ progress to evaluate the effectiveness of the teaching strategies used and achievement of the learning goals.

The pre-service teacher shows a developing understanding of the purpose of evaluation for identifying the need for reteaching of concepts and skills or modifications to teaching practice.

Possible Sources of evidence

Artefacts	Observation (On agreed focus)	Discussion and reflection
<p>Lesson plans (especially those in a learning sequence) that outline teaching strategies and resources or that include adjustments or modifications based on an analysis of student learning and evaluation of teaching practice against set goals</p> <p>Written reflections about the appropriateness of content, strategies, resources or activities for the class group</p> <p>Resources that have been customised to suit the learning needs of individuals or small groups</p> <p>Evidence of student learning; e.g. work samples, worksheets</p>	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <p>Links made to students’ prior knowledge and skills</p> <p>Use of instructional steps aligned with the lesson goal</p> <p>Timing and pacing of delivery</p> <p>Effective beginning, middle and end of lessons</p> <p>Explicit scaffolding of the literacy or numeracy demands of a task</p> <p>Use of digital resources or ICTs to support student learning</p> <p>Questioning and feedback to support all students’ learning</p>	<p>Discussion following feedback on observation focus showing the pre-service teacher’s ability to reflect on practice and explain the impact of their teaching on student learning and/or the evidence that supports these reflections</p>

Section 3: Managing effectively – creating safe and supportive classroom environments

Standard Descriptor: At expected level (A) –

The pre-service teacher plans for and reflects on strategies for managing behaviour and maintaining an organised classroom environment based on school-wide behaviour management policies and established classroom rules and routines.

The pre-service teacher shows an understanding of strategies that foster productive and inclusive learning environments in written observations of teaching practice and lesson planning and through positive and respectful interactions with students in the class.

The pre-service teacher refers to established classroom rules to manage behaviour and shows a developing capacity for creating supportive learning environments by setting learning expectations, organising classroom activities, giving clear instructions and redirecting students to their learning in his/her classroom practice.

Possible Sources of evidence

Artefacts	Observation (On agreed focus)	Discussion and reflection
<p>Notes or observation template recording established rules and routines</p> <p>Annotated school policy on classroom/behaviour management</p> <p>Classroom management plan that records strategies for gaining and maintaining student attention and managing transitions, preparation and distribution of resources within the classroom</p> <p>Planning that includes essential skills for classroom management</p> <p>Written reflections about the effectiveness of classroom and behaviour management strategies</p>	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <p>Opportunities provided for the participation of all students</p> <p>Use of essential skills to engage and maintain students' attention</p> <p>Consistent use of established classroom rules</p> <p>Organisation and appropriate timing of scheduled activities in lessons</p>	<p>Discussion with the supervising teacher or pre-service teacher reflections that shows knowledge and understanding of practical strategies for managing student behaviour, motivation and engagement in learning activities</p>

Section 4: Assessing and recording learning		
<p>Standard Descriptor: At expected level (A) –</p> <p>The pre-service teacher plans formative assessment strategies for monitoring student learning in at least one lesson sequence leading towards a summative assessment task.</p> <p>The pre-service teacher provides written or oral feedback to students about their learning progress in relation to the learning goals for planned lessons.</p> <p>In consultation with the supervising teacher, the pre-service teacher is able to interpret formative assessment information gathered throughout the lesson sequence (for example, students’ work samples, responses to questioning and other relevant forms of evidence of learning) and shows a developing understanding of how to use this data to make adjustments to teaching practice or the content of planned lessons to support student learning.</p> <p>Possible Sources of evidence</p>		
Artefacts	Observation (On agreed focus)	Discussion and reflection
<p>Examples of lesson plans or extracts from learning sequences that show planned assessment strategies for monitoring student learning</p> <p>Annotated student work samples</p> <p>Assessment tools, worksheets or data gathering techniques created or modified by the pre-service teacher</p> <p>Lesson plans adjusted in response to student assessment information</p> <p>Written feedback to students on their progress towards meeting set learning goals</p>	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <p>Strategies used to monitor student progress throughout the lesson</p> <p>Use of feedback related to the learning goal</p> <p>Use of planned questions to check for understanding</p>	<p>Discussion related to the supervising teacher’s feedback on classroom observations and the pre-service teacher’s understanding of the appropriateness of evidence they have collected about student learning and how it can be used to adjust teaching practice in follow-up lessons</p>
Section 5: Professional conduct		
<p>Standard Descriptor: At expected level (A) –</p> <p>The pre-service teacher shows an understanding of the purpose of accurate record keeping in relation to student attendance and planning and demonstrates an awareness of system, curriculum and legislative requirements for supporting student safety and wellbeing in written reflections and discussions with supervising teachers.</p> <p>Where relevant, lesson plans show consideration of strategies for the safe, responsible and ethical use of ICTs to support teaching and learning processes.</p> <p>The pre-service teacher demonstrates professionalism in the timely preparation of lesson plans and teaching resources and behaves respectfully and ethically in all interactions with students, colleagues and the use of information at the placement site.</p> <p>Possible Sources of evidence</p>		
Artefacts	Observation	Discussion and reflection
<p>Lesson plans which include strategies for the safe, responsible and ethical use of ICTs</p> <p>Observation notes and written reflections that show awareness of policies and practical strategies for managing student behaviour, safety and welfare</p> <p>Maintenance of up-to-date planning and assessment records of student learning</p>	<p>Supervising teacher observation of:</p> <p>Pre-service teacher’s punctuality, personal presentation and preparedness for teaching</p> <p>Use of safe classroom practices for managing transitions, movement in and outside of the classroom and handling of learning resources</p> <p>Use of respectful language and tone of communication with all members of the school community</p>	<p>Discussions with the supervising teacher about the pre-service teacher’s involvement in the school community can include reflection on ethical and professional responsibilities of teachers</p>

Appendix 3: Guidelines for the Working Portfolio

The purpose of a Working Portfolio is to validate, with evidence, the pre-service teacher's performance and demonstration of the tasks relevant to the particular Professional Practice unit. It is a working document that includes sources of evidence of the pre-service teacher's practice throughout the placement and includes preparation, planning, observations, assessment data, classroom observations and teaching evaluations, reflections and evidence of the impact of the pre-service teacher's practice on student learning.

All preparation and planning for a day must be shown to the supervising teacher at a regular and agreed time (usually at the beginning of the teaching day). All observations, reflections, evaluations and follow up tasks must be written up and made available to the supervising teacher for perusal on the following placement day. **An incomplete Working Portfolio** (planning, evaluations, reflections or observations not complete) indicates a lack of professional commitment on the part of the pre-service teacher and **may initiate the "at-risk" process** outlined earlier in this handbook.

Pre-service teachers must be able to produce their working portfolio for the university supervisor, site coordinator or supervising teacher at any time throughout the placement or on its conclusion.

Guidelines for organising the Working Portfolio are outlined below. These are suggested guidelines only and pre-service teachers may prefer alternative methods for creating an organised portfolio; however, the organisation method should ensure that all materials can be located and produced easily and efficiently.

Section 1: Professional Practice notes/Learning Site Policy Documents

- ☐ A copy of the relevant Information and Guidelines booklet.
- ☐ Learning site policy documents (e.g. Responsible Behaviour Plan).
- ☐ Class timetables, term overviews or classroom management plans as appropriate.

Section 2: Teaching Preparation/Planning

- ☐ All lesson plans and subsequent evaluation.
- ☐ All daily planning formats used to guide effective practice during periods of continuous teaching
- ☐ All mid-term or long-term planning (e.g. unit plans, term overviews) where appropriate.
- ☐ Formative assessment tools and record-keeping formats.
- ☐ Annotated work samples or other assessment information showing the impact of teaching practice on student learning as input for adjustments to lessons or modifications to teaching practice
- ☐ Summative assessment tools/strategies and associated record-keeping formats where appropriate.

Section 3: Observations of teaching practice

- All observations of teaching strategies, classroom management and classroom procedures as outlined in the "Pre-service teacher tasks and activities" section of the relevant Information and Guidelines Booklet.

Section 4: Resources

- ☐ Letters to parents, staff memos/notices as appropriate.
- ☐ Samples of teacher planning.
- ☐ Examples of useful curriculum support resources.
- ☐ Ideas for teaching particular aspects of the curriculum.
- ☐ Samples of assessment or record keeping formats used by the supervising teacher.

Section 5: Daily Reflections

- Evaluation of the pre-service teacher's daily teaching and planning.
- Reflection on aspects of teachers' professional work as outlined in the "Pre-service teacher tasks and activities" section of the relevant Information and Guidelines Booklet.

Section 6: Observations of learners: Student/Class Profiles

- ☐ A class matrix identifying appropriate grouping arrangements or differentiation strategies for particular learning areas as required for specific placements.
- ☐ Anecdotal observations and checklists or other data-gathering tools and information as appropriate.
- ☐ Work samples.