



## Professional Practice 1 - Introduction to Teaching FINAL SUMMATIVE REPORT

This report is based on the Pre-service Teacher's **engagement** with the Australian Professional Standards for Teachers at an **introductory stage** as outlined below.

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

To complete this report:

1. Refer to the [Guide to Making Judgements – Professional Practice 1](#) for guidance on Pre-service Teachers' performance and sources of evidence
2. Select the relevant rating for each standard descriptor from the drop down boxes
3. Assessment should be consistent with classroom observations and feedback, working portfolio checks, and ratings on the interim report
4. **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 name/s is provided in the 'Sign and Submit' section of the report.

This report should be submitted no later than **one week** after the conclusion of the placement.

*\* indicates that the information is mandatory and must be completed*

### STUDENT DETAILS

Student ID:	12263006
Student Name:	Steven Moncrieff
Student Email:	steven.moncrieff@cquemail.com

### PLACEMENT DETAILS

Learning Site	Albany Creek State High School
Supervising Teacher Name	Terry Langham
Year Level (All Courses) and Teaching Area/s (Secondary only)	Yrs 10 to 12 Furnishing Skills, Engineering Skills, and Technologies - Materials Specialisations

**SECTION 1: PLANNING EFFECTIVELY**

<b>APST 1.1 - Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</b> Collects profiling information on physical, social, linguistic and social development and the characteristics of students that affect their learning. Writes detailed observations and reflections that incorporate professional and theoretical knowledge about how students learn.	(E) Exceeding expected level
<b>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</b> Records observations of teaching practice that show understanding of how learning is structured and implemented to account for the characteristics, developmental stages and diverse backgrounds of learners.	(E) Exceeding expected level
<b>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</b> Plans whole class and group lessons using resources or content that targets the specific learning needs of students with different ability levels.	(E) Exceeding expected level
<b>APST 2.2 - Organise content into an effective learning and teaching sequence</b> Writes detailed lesson plans that organise content into an effective sequence that aids student learning.	(E) Exceeding expected level
<b>APST 3.1 - Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</b> Writes clearly defined learning objectives that link to anecdotal observations and data on students' abilities, characteristics and developmental stages.	(A) At expected level

**Planning Effectively - Comments:**

If a rating of **(B)** Below expected level or **(D)** Developing towards expected level has been selected a comment **must** be given.

If a rating of **(A)** At expected level or **(E)** Exceeding expected level has been selected and you do not wish to make a comment please type 'Nil' in the comments section.

Steve demonstrates an ability to plan and sequence learning activities and lessons logically, while using observations of students to ensure suitability of lesson activities. Although the timing of this practical experience made it difficult, Steve was able to show that he is developing an understanding of how to effectively and efficiently plan lessons in a real-world teaching context. One of his key strengths is in developing a rapport with students and identifying how he can help them 'on-the-fly' during lessons.



**SECTION 2: TEACHING EFFECTIVELY**

<b>APST 3.3 - Include a range of teaching strategies</b> Trials the use of a range of teaching strategies that support student learning of concepts or skills.	(E) Exceeding expected level
<b>APST 3.5 - Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</b> Uses facial and/or vocal expression, gestures and eye contact to encourage student participation, promote understanding of content or demonstrate skills.	(E) Exceeding expected level
<b>APST 3.6 - Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</b> Evaluates planned lessons after implementation to identify areas of strength and meaningful opportunities for modification that would improve student learning.	(E) Exceeding expected level
<b>APST 6.3 - Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</b> Uses constructive feedback from the supervising teacher to reflect on their own progress and identify strengths and needs.	(E) Exceeding expected level

**Teaching Effectively - Comments:**

If a rating of **(B)** Below expected level or **(D)** Developing towards expected level has been selected a comment **must** be given.

If a rating of **(A)** At expected level or **(E)** Exceeding expected level has been selected and you do not wish to make a comment please type 'Nil' in the comments section.

Steve has shown his willingness to engage with students and assist them in learning new skills. He adapts to each student's learning needs well, when working one-on-one or in small groups. He has demonstrated his willingness and ability to receive and implement feedback on his teaching. Steve has begun applying ESCMs when conducting whole class demonstrations and learning experiences.

**SECTION 3: MANAGING EFFECTIVELY**

<p><b>APST 4.1 - Identify strategies to support inclusive student participation and engagement in classroom activities</b></p> <p>Observes teaching practice and records strategies and questioning techniques used by teachers to actively engage all learners in the classroom.</p>	(E) Exceeding expected level
<p><b>APST 4.2 - Demonstrate the capacity to organise classroom activities and provide clear directions</b></p> <p>Manages transitions between activities using clear directions that are consistent with observed and established classroom rules.</p> <p>Introduces lessons and activities with an overview of goals and clear directions that establish expectations for student engagement and learning.</p>	(E) Exceeding expected level

**Managing Effectively - Comments:**

If a rating of **(B)** Below expected level or **(D)** Developing towards expected level has been selected a comment **must** be given.

If a rating of **(A)** At expected level or **(E)** Exceeding expected level has been selected and you do not wish to make a comment please type 'Nil' in the comments section.

Steve demonstrates a clear understanding of the importance of classroom management skills, and works to improve his established practices, including adding ESCMs to his repertoire. He has also shown his understanding of the need to design inclusive and engaging lessons, and how this helps with managing challenging spaces like an engineering workshop.

**SECTION 4: ASSESSING AND RECORDING LEARNING**

<b>APST 5.1 - Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning</b> Plans lessons and activities which include formative assessment strategies to identify the learning that has occurred.	(A) At expected level
<b>APST 5.2 - Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</b> Uses oral and written communication where appropriate to provide feedback to students about their learning.	(E) Exceeding expected level
<b>APST 5.4 - Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</b> Uses information from work samples and formative assessment strategies to evaluate student learning and plan appropriate modifications to follow up lessons.	(A) At expected level

**Assessing and Recording Learning - Comments:**

If a rating of **(B)** Below expected level or **(D)** Developing towards expected level has been selected a comment **must** be given.

If a rating of **(A)** At expected level or **(E)** Exceeding expected level has been selected and you do not wish to make a comment please type 'Nil' in the comments section.

Although opportunities for demonstrating assessment practices are limited in the classes Steve was working with, through professional conversations he demonstrated his understanding of the importance of using a variety of assessment strategies when planning and implementing lessons. He also demonstrated his ability to assess student work while it was in progress, provide feedback, and help them implement the advice given.

**SECTION 5: PROFESSIONAL CONDUCT****APST 7.1 - Understand and apply the key principles described in codes of ethics and conduct for the teaching profession**

Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, use of professional interpersonal and communication skills and awareness of responsibility for duty of care in an educational setting.

(E) Exceeding expected level

**Professional Conduct - Comments:**

If a rating of **(B)** Below expected level or **(D)** Developing towards expected level has been selected a comment **must** be given.

If a rating of **(A)** At expected level or **(E)** Exceeding expected level has been selected and you do not wish to make a comment please type 'Nil' in the comments section.

Steve conducts himself professionally at all times and demonstrates a clear understanding of the ethics required in the teaching profession.



## PERSONAL COMPETENCE IN LITERACY CHECKLIST

Use this checklist to rate the Pre-service Teacher's personal literacy competence in all aspects of their professional role (including maintenance of records in the working portfolio) as either 'Satisfactory' or 'Unsatisfactory'.

The indicators used in this checklist correspond with the Australian Core Skills Framework as important for the contemporary workplace.

Personal Competence in Literacy Criteria	Satisfactory / Unsatisfactory
Demonstrates reading competence by interpreting and applying information in school policy documents, professional practice materials and lesson resources.	<input checked="" type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Uses appropriate sentence structure, spelling, grammar and punctuation to model effective written communication for the class.	<input checked="" type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Demonstrates professional writing skills by conveying meaning in daily reflections and lesson planning.	<input checked="" type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Uses spoken language effectively to give clear instructions and explain lesson content.	<input checked="" type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Selects and uses appropriate spoken communication skills to interact with staff, students and members of the school community.	<input checked="" type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory

**OVERALL RESULT: PROFESSIONAL PRACTICE 1 - INTRODUCTION TO 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 carried out in conjunction with the CQUniversity Supervisor.

**15 Day Professional Practice 1 Placement Completed on:**

(Enter completion date)

28/10/2024

**OVERALL RESULT**

Professional Practice 1 - Introduction to Teaching

- ☒ **SATISFACTORY - (E) Exceeding expected level**
- ☐ **SATISFACTORY - (A) At expected level**
- ☐ **UNSATISFACTORY - (D) Developing towards expected level**
- ☐ **UNSATISFACTORY - (B) Below expected level**

**SUPERVISING TEACHER SIGN AND SUBMIT**

- Record the names of all Supervising Teachers in the boxes below (where applicable)
- Use the 'Save Draft' button to save information entered on the form and return to edit/submit at a later time
- Click on '**Supervising Teacher SIGN and SUBMIT**' to digitally sign and forward the completed report to the Pre-service Teacher.

**Only one Supervising Teacher is required to click on the 'Supervising Teacher SIGN and SUBMIT' button**

You will not be able to edit the form after submitting. To make any changes please email [WIL-EduArts@cqu.edu.au](mailto:WIL-EduArts@cqu.edu.au) and request the form to be unlocked.

Supervising Teacher #1 Name:

Terry Langham

Supervising Teacher #2 Name:

(If applicable)

Supervising Teacher #3 Name:

(If applicable)

Actioned by Terry Langham on 29/10/2024 10:04:36 AM

**PRE-SERVICE TEACHER SIGN AND SUBMIT**

- Review your report and select 'Yes' in the drop-down below to acknowledge that you have **read and understood your Supervising Teacher's assessment of your performance**
- Click on '**Pre-service Teacher SIGN and SUBMIT**' to digitally sign and forward your report to the CQUniversity Supervisor to review and action.

You can log into SONIA at any time to view or print copies of your Final Summative Report.

Pre-service Teacher Name:

Steven Moncrieff

I acknowledge that by electronically signing and submitting this document, I have reviewed my report and the comments and ratings provided by my Supervising Teacher/s.

Yes

Actioned by Steven Moncrieff (12263006) on 29/10/2024 8:51:13 PM

### **CQUNIVERSITY SUPERVISOR SIGN AND SUBMIT**

- Review the ratings and comments provided by the Supervising Teacher/s
- Enter the information required for the placement result, duration and relevant dates below
- Click on '**CQUniversity Supervisor SIGN and SUBMIT**' to digitally sign and finalise the report.

**Pressing the submit button will automatically send the placement result data to SONIA.**

CQUniversity Supervisor Name:

Jacqueline Smith

Is the student's Professional Practice 1 Overall Result '**Satisfactory**'?

Yes

Actual Placement Result:

Satisfactory - Pass

Enter the TOTAL number of placement days (15 Assessable Days):

15

Enter the date you completed this report:

29/10/2024

Actioned by Jacqueline Smith on 29/10/2024 8:57:40 PM