



GRADUAL RELEASE INDICATORS

Trade 2 Teach

Abstract

This GRI report outlines my professional growth during pre-service placement, providing evidence of my alignment with AITSL standards through reflective practice, differentiated instruction, ICT integration, and a commitment to creating safe, inclusive, and engaging learning environments.

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Pre-Service Information

Student Name: Steven Moncrieff

Student Number: 12263006

University: Central Queensland University

Course: Bachelor of Education (Secondary)

Subject area: ITD (Trade 2 Teach)

Pre-Service School Placement: Earnshaw State College, Banyo

Class allocations: Year 7 Design Year 7 Woodwork and metalwork
 Year 9 Design/CAD Year 11 Woodwork and metalwork

Principal	Karen McKinnon kmckil18@eq.edu.au	_____
Head of Department	Pascale Bates pbate23@eq.edu.au	_____
Supervising teachers	Johnathon Chapman (Metal and woodwork) jchap77@eq.edu.au	_____
	Gavin Padget (CAD and design) gpadg1@eq.edu.au	_____

Section 1: Planning effectively- preparation for teaching

1.1 Physical, social and intellectual development and characteristics of students

- Observed classroom dynamics to understand student interactions and responses to teaching strategies. [Evidence here](#)
- Built rapport with students while maintaining professional boundaries.
 - A student asked recently if I would be at the school next year. I said probably not.
Student replied, *‘That’s a shame sir, you’re a cool teacher. Very supportive.’*

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

- Developed inclusive lesson plans tailored to accommodate diverse student needs.
Example: We have 4 Indian students in Year 11 Shop class who are studying in Australia to learn English. The students have been allocated workstations interspersed with domestic students to encourage assimilation into the local culture. I work closely with these students to achieve the lesson goals while supporting their overall mission of learning English.

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

- Designed scaffolded lessons starting with foundational theory, progressing to hands-on activities.
- Incorporated industry-relevant scenarios to engage students and connect theory with practice.
- Focused support to encourage engagement and project work progression towards completion and subsequent grade.

2.2 Content selection and organisation

- Structured content using real-world scenarios to enhance engagement and relatability.

Learning concepts are embellished with real-world applications to engage and provide a sense of relevance of how skills are applied outside the school curriculum.

2.3 Curriculum, assessment and reporting

- Aligned lesson plans with curriculum standards.
- Assessed students' practical work to ensure learning objectives were met or working towards.

2.5 Literacy and numeracy strategies

- Integrated foundational theory in lessons to support literacy development.
- Working with build plans necessitating numeracy when dimensioning and forming work

3.1 Establish challenging learning goals

- Set goals to lay a strong foundation for effective learning styles.
- Setting expectations at the start of the lesson, outlining what is to be achieved today. In some cases, there have been some student who have demonstrated boredom due to excelling through their allocated tasks. In these situations, the content is expanded upon in more granular detail, and further challenges are offered to foster a deeper understanding.

3.2 Plan, structure and sequence learning programs

- Implemented formal lesson plans with evaluations and reflections after each session.
- Planned and taught lessons progressively, building up to whole-class lessons.
 - [Evidence here](#)

Section 2: Teaching effectively – enactment of teaching

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

- Having had limited exposure, I have sought advice from supervising teachers on how Aboriginal and Torres Strait Islander perspectives are respectfully integrated into lessons. My learnings have highlighted a focus on building trust through respect for culture and the necessity of providing support for learning by applying targeted teaching methods and encouragement.

2.1 Content and teaching strategies of the teaching area

- Delivered structured lessons focusing on metalwork and woodwork.
- Employed scaffolded approaches and industry-relevant scenarios to enhance learning.
 - [Evidence here](#)

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

- I have had limited experience with this to date.

2.6 Information and Communication Technology (ICT)

- The integration of industry-relevant scenarios requires the use of ICT tools to simulate real-world experiences. Examples include Revit, Inventor, Autodesk, and Onshape. These are augmented by delivery-specific applications as well as online tutorials and quiz applications.

3.3 Use teaching strategies

- Set goals to lay a strong foundation for effective classroom management by understanding student personalities and learning styles.
- Adapted teaching methods based on feedback to incorporate more interactive elements.

- Maintained a well-regulated and productive classroom environment (line-up/allocated seating, applying ECMS etc)

3.4 Select and use resources

- Utilised industry-relevant scenarios and practical activities to allocate appropriate resources and reinforce learning.

3.5 Use effective classroom communication

- Set goals to lay a strong foundation for effective classroom management by understanding student personalities and learning styles.
- Engaged with students to build rapport and ensure effective communication.
 - A student asked recently if I would be at the school next year. I said probably not. Student replied, 'That's a shame, *sir, you're a cool teacher. Very supportive.*'

3.6 Evaluate and improve teaching programs

- Proactively sought feedback from colleagues and supervisors to refine teaching methods.
- Adjusted lesson plans based on feedback to improve classroom dynamics.
 - [Evidence here](#)

3.7 Engage parents and carers in the educative process

- [Evidence here](#)

6.3 Engage with colleagues and improve practice

- Engaged in conversations with colleagues about progress and development.
- Set goals based on interim reports and feedback to enhance teaching practice.
- Have listened intently to all experienced educators and subsequent advice and insights.

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

4.1 Support student participation

- Facilitated hands-on sessions where students applied learned techniques, reinforcing understanding and skill development.

4.2 Manage classroom activities

- Managed practical lessons and addressed classroom management challenges as they arose.
- Integrated feedback to adapt to different classroom situations effectively.

4.3 Manage challenging behaviour

- Set goals to lay a strong foundation for effective classroom management by understanding student personalities and learning styles.
- Employed behaviour management strategies to maintain a safe and productive environment.
- Emphasised flexibility and adaptability in response to classroom dynamics.
- Completed a Behaviour Management for Early Career Teachers course (QTU)
 - [Evidence here](#)

Section 4: Assessing and recording learning

5.1 Assess student learning

- Set goals to lay a strong foundation for effective classroom management by understanding student personalities and learning styles.
- Assessed students' practical work to ensure they met learning objectives and adhered to safety protocols.

5.2 Provide feedback to students on their learning

- Provided constructive feedback to guide student improvement in practical tasks. Both supervisors can validate this activity.

5.3 Make consistent and comparable judgements

- Classroom procedures. [Evidence here](#)

5.4 Interpret student data

Limited experience other than OneSchool and SharePoint, etc.

5.5 Report on student achievement

- Have commenced marking year 7 design and workshop projects. Mr Chapman to validate if required.

Section 5: Professional conduct

4.4 Maintain student safety

- Student safety is a constant and ongoing concern within the workshop environment. This is a standard and fundamental operation procedure emphasised anytime students step foot into the workshop environment.
- Consistent classroom procedures that set the tone and expectations. [Evidence here](#)

4.5 Use ICT safely, responsibly and ethically

- I model safe and ethical ICT use by following school policies, teaching digital citizenship, setting clear expectations for students, using approved platforms, and ensuring all digital content is used legally and responsibly. This is especially applicable in the CAD classroom, more so than the workshop.

7.1 Meet professional ethics and responsibilities

- Following school policies, duty of care expectations, and safety protocols in all workshop settings
- Respecting confidentiality and maintaining professional boundaries with students and staff
- Dressing appropriately, being punctual, and preparing thoroughly for all lessons and duties
- Acting with integrity by seeking feedback, reflecting on my practice, and being open to guidance
- Prioritising student wellbeing and learning while modelling respectful, responsible behaviour

7.2 Comply with legislative, administrative and organisational requirements

- I am developing lesson plans aligned with the curriculum and adhering to school policies.
 - [Evidence here](#)

7.3 Engage with the parents / carers

- Shadowed my supervisor at parent-teacher interviews. [Evidence here](#)

7.4 Engage with professional teaching networks and broader communities

- In Term 2, I had my first opportunity to attend a QTU workshop for beginning teachers and engage with professional teaching networks. I found the experience very rewarding in terms of providing insights, strategies, and a sense of community as experiences and strategies were shared among participants.
 - [Evidence here](#)

Section 6: Excluded Descriptors

1.2 Understand how students learn

- Set goals to lay a strong foundation for effective classroom management by understanding student personalities and learning styles.

6.1 Identify and plan professional learning needs

- Based on classroom experience, and with the support of Earnshaw, sourced Behaviour Management for Commencing Teachers course.

6.2 Engage in professional learning and improve practice

- Attended Behaviour Management for Commencing Teachers in T2.
- Proactively sought feedback from colleagues and supervisors to refine teaching methods.
- Adjusted lesson plans based on feedback to improve classroom dynamics.
 - [Evidence here](#)

6.4 Apply professional learning and improve student learning

- I have applied learnings from 1.2, 6.1, and 6.2 in my current teaching practices and in the classroom where appropriate and required.