

Interim Report TEAC7106, TEAC7154 and TEAC7155

Please complete this form at the **end of the week 3 of the placement**. Please provide a copy to the Pre-service Teacher, who is required to submit this to their University Advisor. This is a fillable PDF form that can be completed electronically. *Teaching area is only required for Secondary students.

Pre-service Teacher :	Student ID:
Mentor Teacher:	PST Teaching area*:
School Name:	Date:

Under the Standards heading, the points provided are to be used as a guide. We understand that the Pre-service Teacher has only had limited exposure to teaching your class and may not yet have had the opportunity to demonstrate many of these.

Standards	Comments
1. Teachers know their students and how they learn <ul style="list-style-type: none"> All students' names known and used to engage them in learning. Background information on students' skills, interests or prior achievements gathered before teaching, and used to inform lesson. Diversity of linguistic and cultural background among the learners is considered. Learner's language, literacy, numeracy needs understood and addressed. Did teaching and learning activities take into account students' prior learning, skills and/or interests both within and outside the school context? Lessons planned to provide differentiation for the full range of learners. 	
2. Teachers know their subject content and how to teach that content to their students <ul style="list-style-type: none"> Lessons are relevant to the needs of the students and based on the appropriate syllabus document requirements. Knowledge of relevant concepts, topics and themes demonstrated. Aboriginal and Torres Strait Islander perspectives / content is included in lessons. Clear and coherent sequences of activities undertaken to engage and support the learning of all students within a class or cohort. Teaching resources and materials suitable for the aims of the lesson. Tasks required of students are modelled and scaffolded? Was ICT used to expand learning opportunities for students? 	
3. Teachers plan for and implement effective teaching and learning <ul style="list-style-type: none"> Detailed lesson plan and teaching resources submitted to the supervisor/observer for feedback at least one day before lesson. Challenging yet realistic and achievable goals in teaching and learning activities have been planned. Were these goals explicitly articulated in the lesson plan/ to students? Were instructions, explanations and questioning techniques effective? Verbal and non-verbal communication strategies used in the classroom to support student understanding of content and encourage participation and engagement of students. 	

<p>4. Teachers create and maintain supportive and safe learning environments</p> <ul style="list-style-type: none"> • Rapport with the learners is established and PST is responsiveness to their needs. • Respect and appreciation of others is demonstrated through active listening, being accessible to all students and exhibiting a caring attitude. • A range of strategies are used to facilitate inclusive and positive interactions. • Were discipline issues dealt with promptly, fairly and respectfully? • Were classroom safety rules and guidelines established and enforced? 	
<p>6. Teachers engage in professional learning</p> <ul style="list-style-type: none"> • PST receives constructive feedback in a positive and professional manner. • PST attends school meetings and engages in school professional experience opportunities. 	
<p>Overall Comment / Goals:</p>	

The pre- service teacher is progressing as required and I have no concerns about their performance at this stage:

Yes, the pre-service teacher is likely to have a satisfactory outcome for this placement.

I have some concerns that need to be discussed with the University Advisor.

Mentor Teacher Signature	
Pre-service Teacher Signature	