

Bachelor of Education - Professional Experience 4 Interim Report (TEAC4006)

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.

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| Pre-service Teacher : | Student ID: |
| Supervising 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 |
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| 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. | |

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| <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.

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| Supervising Teacher Signature | |
| Pre-service Teacher Signature | |