

Final Report from last placement



EDM5001 Final Placement Report

This report is to be completed at the end of the supervised placement. The purpose of this report is to measure the standard that has been achieved by the preservice teacher in relation to the APSTs graduate level relevant for the learning for the year and professional experience course that this Professional Experience placement relates.

USQ Student Name:	Amanda Condon
USQ Student Number:
USQ Student Teaching Areas Assessed:	Agricultural Science/ Maths
Professional Experience Placement Site:	Names and signatures blanked out to protect privacy
Supervising Teacher's Name:	Names and signatures blanked out to protect privacy

USQ programs and courses	Number of days	Year Level/ Course
Master of Learning and Teaching (Early Years) Master of Learning and Teaching (Primary) Master of Learning and Teaching (Secondary)	20	Semester 2 (Second Semester) School Setting

ASSESSMENT SCORES	EVIDENCE FOR THE APST DESCRIPTORS
D	Developing skills and knowledge
A	Achieving skills and knowledge
E	Exceeding skills and knowledge

Please use the expectations of skills and knowledge as a criterion to inform decision making

Signatures	
Each of the signatories should retain a copy of this report for their records. Please note the preservice teacher's signature indicates that they have sighted this completed report.	
Number of Days Completed: <u>20</u> Overall Pass/Fail: <u>Pass</u>	
Preservice Teacher's name: Amanda Condon	
Signature:	Names and signatures blanked out to protect privacy
Date: 25/05/2021	
Supervising	
Signature:	Names and signatures blanked out to protect privacy
Date: 25/05/2021	
Other Supervising	
Signature:	Names and signatures blanked out to protect privacy
Date: 25/05/2021	

Achieving or exceeding
for all criteria

Planning effectively - preparation for teaching	APST	D	A	E
Demonstrates knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).	APST 1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrating knowledge of teaching strategies through the planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrates knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching)	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents	APST 2.1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing and synthesising phases, introduction, body and closing phases).	APST 2.2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uses relevant curriculum and assessment documents to develop a sequence of lessons/learning experiences	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

Amanda was extremely thorough in all of her planning for both the Maths and Agricultural disciplines.

Teaching effectively - enactment of teaching	APST	D	A	E
Identifies literacy and numeracy teaching strategies and their application in lesson plans.	APST 2.5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Develops a sequence of lessons with explicit, challenging and achievable learning goals.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Uses a range of resources and ICTs that target students' interests and learning needs.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.	APST 3.5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluates own lessons and teaching sequences to promote student learning.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

Amanda shows excellent use of effective teaching strategies and is able to reflect on her lessons and identify strengths and weakness in her teaching practice.

Managing effectively – create safe and supportive learning environments	APST	D	A	E
Identifies a range of strategies to promote the participation of all students.	APST 4.1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	APST 4.3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	APST 4.4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to **this section**.

Amanda has a good level of these skills and is showing the ability to rapidly improve and adjust as required in a classroom situation.

Assessing and recording learning	APST	D	A	E
Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	APST 5.1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uses oral and written communication to provide feedback to students about their learning.	APST 5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to **this section**.

Amanda has effective strategies that allow her to check for understanding of her lesson content and provide relevant feedback to her class.

Professional conduct	APST	D	A	E
Seeks constructive feedback in a positive and professional manner and acts upon it.	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students during placement only.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Applies and understands centre/system organisational processes and policies in relation to their own conduct and practice and understands mandatory reporting requirements.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language	APST 7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrates a willingness to participate with staff in a range of activities during placement only.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

Amanda exhibited a professional and exemplary level of conduct throughout her placement here at

Overall Comment

Amanda has shown herself to be very conscientious, passionate and determined. She consistently strove to improve both her teaching practice and her subject content knowledge.