# PROFESSIONAL EXPERIENCE REPORT

This Professional Experience Report is to be completed at the end of all placements other than the final supervised placement and internship. A supervising or Mentor teacher will comment on the Pre-service Teacher’s demonstration of the Australian Professional Standards for Teachers. Information about the Australian Professional Standards for Teachers is available from <http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers>.

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| **Placement Details** | | | | | | | |
| **USQ Student Name** | |  | | **Site Name** | | |  |
| **USQ Course Number/Name** | |  | | **Site Coordinator Name** | | |  |
| **USQ Program/Specialisation** | |  | | **USQ Liaison Name** | | |  |
| **Placement Year Level/Teaching Area** | |  | | **Supervising Teacher Name** | | |  |
| **Number of Days/Placement Dates** | | days **/ /** to  **/ /** | | **Supervising Teacher Name** | | |  |
|  | This is a true and accurate indication of the Pre-service Teacher’s demonstration of the Australian Professional Standards for Teachers | | | | | | |
| **Professionalism expectations** | | | **Unsatisfactory** | **Insufficient opportunity** | **Satisfactory for this level** | **Above satisfactory for this level** | **Comments** |
| 1. Punctuality 2. Overall Presentation: e.g. Dress, grooming, 3. Initiative 4. Respects rights, values, beliefs and needs of the school 5. Appropriate planning to be checked by mentor prior to lesson 6. Written observations of experienced teachers 7. Reflective Practice: gather written and verbal feedback, ability to articulate reflective processes after teaching 8. Participation in other duties /activities e.g. playground duty, bus duty, sport coaching, school musical; parent teacher interviews, parent and friends committee, etc. 9. Interactions with students, families, teachers and other staff | | |  |  |  |  |  |

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| **Australian Professional Standards for Teachers** | | **Unsatisfactory** | **Insufficient opportunity** | **Satisfactory for this level** | **Above satisfactory for this level** | **Comments** |
| **Professional Knowledge** | **Standard 1: Know students and how they learn**   * 1. Physical, social and intellectual development and characteristics of students   2. Understand how students learn   3. Students with diverse linguistic, cultural, religious and socioeconomic backgrounds   4. Strategies for teaching Aboriginal and Torres Strait Islander students   5. Differentiate teaching to meet the specific learning needs of students across the full range of abilities   6. Strategies to support full participation of students with disability |  |  |  |  |  |
| **Standard 2: Know the content and how to teach it**   * 1. Content and teaching strategies of the teaching area   2. Content selection and organisation   3. Curriculum, assessment and reporting   4. Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians   5. Literacy and numeracy strategies   6. Information and Communication Technology (ICT) |  |  |  |  |  |
| **Professional Practice** | **Standard 3: Plan for and implement effective teaching and learning**   * 1. Establish challenging learning goals   2. Plan, structure and sequence learning programs   3. Use teaching strategies   4. Select and use resources   5. Use effective classroom communication   6. Evaluate and improve teaching programs   7. Engage parents/carers in the educative process |  |  |  |  |  |

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| **Australian Professional Standards for Teachers** | | **Unsatisfactory** | **Insufficient opportunity** | **Satisfactory for this level** | **Above satisfactory for this level** | **Comments** |
| **Professional Practice** | **Standard 4: Create and maintain supportive and safe learning environments**   * 1. Support student participation   2. Manage classroom activities   3. Manage challenging behaviour   4. Maintain student safety   5. Use ICT safely, responsibly and ethically |  |  |  |  |  |
| **Standard 5: Assess, provide feedback and report on student learning**   * 1. Assess student learning   2. Provide feedback to students on their learning   3. Make consistent and comparable judgements   4. Interpret student data   5. Report on student achievement |  |  |  |  |  |
| **Professional Engagement** | **Standard 6: Engage in professional learning**   * 1. Identify and plan professional learning needs   2. Engage in professional learning and improve practice   3. Engage with colleagues and improve practice   4. Apply professional learning and improve student learning |  |  |  |  |  |
| **Standard 7: Engage professionally with colleagues, parents/carers and the community**   * 1. Meet professional ethics and responsibilities   2. Comply with legislative, administrative and organisational requirements   3. Engage with the parents/carers   4. Engage with professional teaching networks and broader communities |  |  |  |  |  |
| **USQ student comment:**  **USQ student signature: Date:** | | | **Supervising Teacher Comment::**  **Supervising Teacher signature: Date:** | | | |