



Recording progress against AITSL standards

Thank you for supporting the Deakin University Professional Experience Program.

The final placement report requires an assessment against the AITSL standards. The table below can be used during a CONSOLIDATING level placement to note indicators of performance against the standards.

**This document is a sample only and is not the official placement report.
Reports submitted by email or in hard copy cannot be accepted**

The official report must be submitted online via the link sent to your PST Coordinator / Centre Director

Student details

Student Name:	
University:	
Unit:	
Level:	CONSOLIDATING

Placement details

Placement start date:	
Placement end date:	
Total number of placement days:	

Completing a Placement Report

Each Placement Report uses Australian Professional Standards for Teachers (APST) that match the current development expectations of the Pre-Service Teacher. **Assessment and Recommendation**

Supervising teachers should apply professional judgements using evidence of the PST's demonstrated knowledge, practice, and engagement in relation to the expected APST descriptors for the stage.

Consideration should be given for the placement context and opportunities to encounter relevant experiences enabling the PST to demonstrate the APST.

Assessment Scale

Exceeds (E)	Standard has been met above expectation
Met (M)	Standard has been met
Not Met (NM)	Standard has not been met
Not Encountered (NE)	No opportunity to observe this Standard

Section 1: Planning for Learning and Teaching

Focus Area	NOTES
<p>1.1 Physical, social and intellectual development and characteristics of children/students</p> <p>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of children/students and how these may affect learning.</p>	
<p>1.2 Understand how children/students learn</p> <p>Demonstrate knowledge and understanding of research into how children/students learn and the implications for teaching.</p>	
<p>1.3 Children/students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of children/students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>	
<p>2.2 Content selection and organisation</p> <p>Organise content into an effective teaching and learning sequences and/or experiences</p>	
<p>2.3 Curriculum, design and reporting</p> <p>Use curriculum, assessment and reporting knowledge to design learning sequences, experiences and lesson plans.</p>	
<p>2.5 Literacy and numeracy strategies</p> <p>Know and understand literacy and numeracy teaching strategies and their application in and across teaching areas (e.g., literacy, numeracy, wellbeing, creative arts and science)</p>	
<p>3.2 Plan, structure and sequence learning programs and experiences</p> <p>Plan lesson sequences and/or experiences using knowledge of children/student learning and development, content and effective teaching strategies.</p>	

Section 2: Teaching Effectively

Focus Area	NOTES
<p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander children/students</p> <p>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of children/students from Aboriginal and Torres Strait Islander backgrounds.</p>	
<p>2.1 Content and teaching strategies of the teaching area</p> <p>Demonstrate knowledge and understanding of the concepts, substance and structure of the content relating to a broad range of teaching areas (e.g., literacy, numeracy, wellbeing, creative arts and science).</p>	
<p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	
<p>2.6 Information and communication technology (ICT)</p> <p>Implement teaching strategies for using ICT to expand curriculum learning opportunities for children/students.</p>	
<p>3.3 Use teaching strategies</p> <p>Include a range of teaching strategies.</p>	
<p>3.4 Select and use resources</p> <p>Demonstrate knowledge of a range of resources, including ICT, that engage children/students in their learning.</p>	
<p>3.5 Use effective classroom communication</p> <p>Demonstrate a range of verbal and non-verbal communication strategies to support children/student engagement.</p>	

Section 3: Creating and Maintaining Supportive Learning Environments

Focus Area	NOTES
<p>1.6 Strategies to support full participation of children/students with disability</p> <p>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of children/students with disability.</p>	
<p>4.1 Support children/student participation</p> <p>Identify strategies to support inclusive children/student participation and engagement in learning experiences.</p>	
<p>4.2 Manage classroom activities</p> <p>Demonstrate the capacity to organise learning experiences and provide clear directions.</p>	
<p>4.4 Maintain children/student safety</p> <p>Describe strategies that support children/students' wellbeing and safety working within early childhood setting/school and/or system, curriculum and legislative requirements.</p>	
<p>4.5 Use ICT safely, responsibly and ethically</p> <p>Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p>	

Section 4: Assessing and Providing Feedback for Learning

Focus Area	NOTES
<p>5.1 Assess children/student learning</p> <p>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess children/student learning.</p>	
<p>5.3 Make consistent and comparable judgements</p> <p>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of children/student learning and development</p>	
<p>5.4 Interpret children/student data</p>	

Demonstrate the capacity to interpret children/student assessment data to evaluate children/student learning and modify teaching practice.	
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Section 5: Demonstrating Professional and Ethical Conduct

Focus Area	NOTES
<p>6.1 Identify and plan professional learning needs</p> <p>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</p>	
<p>6.2 Engage in professional learning and improve practice</p> <p>Understand the relevant and appropriate sources of professional learning for teachers.</p>	
<p>6.3 Engage with colleagues and improve practice</p> <p>Seek and apply constructive feedback from mentors and teachers to improve teaching practices.</p>	
<p>7.1 Meet professional ethics and responsibilities</p> <p>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession</p>	
<p>7.2 Comply with legislative, administrative and organisational requirements</p> <p>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to early childhood/school stage.</p>	
<p>7.3 Engage with parents/carers</p> <p>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p>	