

## Professional Knowledge

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

### STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN

*In order to successfully pass PE2 students must not receive F for any AITSL Focus or more than one D for any one AITSL Standard*

PE2 Evidence	F	D	C	A
<p><b>AITSL focus 1.1</b> Physical, social and intellectual development and characteristics of students  <b>Developmental indicator:</b> Through observation and discussion with the colleague teacher:</p> <ul style="list-style-type: none"> <li>Demonstrates a developing understanding of the physical, social and intellectual development and characteristics of students and how this informs teaching of individuals or groups.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>AITSL focus 1.2</b> Understands how students learn  <b>Developmental indicator:</b></p> <ul style="list-style-type: none"> <li>Demonstrates a developing understanding of how students learn and how this informs the teaching of individuals or groups.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>AITSL focus 1.3</b> Students with diverse linguistic, cultural, religious, and socio economic backgrounds  <b>Developmental indicator:</b> Through observation and discussion with the colleague teacher:</p> <ul style="list-style-type: none"> <li>Demonstrates a developing understanding of students with diverse linguistic, cultural, religious and socio economic backgrounds and how this informs teaching of individuals or groups.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>AITSL focus 1.5</b> Differentiate teaching to meet specific learning needs of students across the full range of abilities  <b>Developmental indicator:</b> Through observation and discussion with the colleague teacher:</p> <ul style="list-style-type: none"> <li>Demonstrates a developing understanding of the need to differentiate teaching and how this informs teaching of individuals or groups.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>AITSL focus 1.6</b> Strategies to support full participation of students with disabilities  <b>Developmental indicator:</b> Through observation and discussion with the colleague teacher:</p> <ul style="list-style-type: none"> <li>Demonstrates a developing understanding of the learning theories that inform planning for students with disabilities</li> <li>Demonstrates a developing understanding of the need to plan appropriate learning experiences for individual students with disabilities</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Colleague Teacher comments:**

*(box will expand as you type if using an electronic form. Otherwise, please feel free to attach additional pages if required)*

Emma has demonstrated an excellent understanding of human behaviour; she is observant and perceptive, and has made every effort to get to know the students in her care. The students were amazed with how quickly she got to know them, using their names from the first day, and also noticing and remembering things about them. From a pedagogical perspective, Emma is making great progress in developing her understanding of how students learn, and making provision for a range of learning styles in her lesson planning. She is aware of the range of backgrounds that children come from and takes this into consideration when planning learning experiences and managing student behaviour. Emma has worked with two students who are on the autism spectrum, making sure that their learning is meaningful.

### Professional Knowledge

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

### STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

*In order to successfully pass PE2 students must not receive F for any AITSL Focus or more than one D for any one AITSL Standard*

PE2 Evidence	F	D	C	A
<p><b>AITSL focus 2.1</b> Content and teaching strategies of the teaching area</p> <p><b>Developmental indicator:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate content knowledge.</li> <li>• Demonstrates a developing understanding of teaching strategies appropriate for specific content/focus areas and is developing the ability to apply this in practice.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>AITSL focus 2.2</b> Content selection and organisation</p> <p><b>Developmental indicator:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a developing understanding and familiarity of relevant curriculum documents and how they are used to create effective teaching and learning sequences.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>AITSL focus 2.3</b> Curriculum assessment and reporting</p> <p><b>Developmental indicator:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a developing awareness and familiarity of relevant curriculum documents and how they are used to inform assessment and reporting processes.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>AITSL focus 2.5</b> Literacy and numeracy strategies</p> <p><b>Developmental indicator:</b></p> <ul style="list-style-type: none"> <li>• Collects a range of strategies and resources for teaching literacy and numeracy and discusses their appropriate use with the colleague teacher.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>AITSL focus 2.6</b> Information and Communication technology</p> <p><b>Developmental indicators:</b></p> <ul style="list-style-type: none"> <li>• Investigates and discusses with the colleague teacher ways of incorporating ICT into teaching/practice.</li> <li>• Uses ICT to support teaching/practice (as appropriate to context).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Colleague Teacher comments:**

*(box will expand as you type if using an electronic form. Otherwise, please feel free to attach additional pages if required)*

Emma has planned and taught a series of lessons on perimeter and area. Her knowledge of the content is excellent, and her repertoire of appropriate teaching strategies is expanding rapidly. In Science she has delivered a unit of work on classification and using keys, again demonstrating outstanding content knowledge and an enthusiasm to develop lessons that are engaging and informative. She is familiar with the Australian Curriculum and associated documents and resources, and how they are used to inform assessment and reporting. ICT has been incorporated into lesson in a meaningful and practical manner.

### Professional Practice

Demonstrates a developing capacity to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment

### STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

*In order to successfully pass PE2 students must not receive F for any AITSL Focus or more than one D for any one AITSL Standard*

PE2 Evidence	F	D	C	A
<b>AITSL focus 3.1</b> Establish challenging teaching and learning goals <b>Developmental indicator:</b> Demonstrates an understanding of how teachers set obtainable learning goals with reference to student needs and relevant curriculum documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 3.2</b> Plan structure and sequence learning programs <b>Developmental indicators:</b> Demonstrates developing organisational and planning skills, including: <ul style="list-style-type: none"> <li>• Planning a short lesson/learning experience using an appropriate proforma, hand written or typed.</li> <li>• Planning discussed with and approved by the colleague teacher prior to delivery</li> <li>• Planning demonstrates developing knowledge of students' prior learning, content and effective teaching strategies.</li> <li>• Consistently reflects on the teaching session and considers the planning and learning implications for the next learning experience.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 3.3</b> Use teaching strategies <b>Developmental indicators:</b> <ul style="list-style-type: none"> <li>• In collaboration with the colleague teacher, demonstrates a developing understanding of effective teaching strategies.</li> <li>• Demonstrates an understanding of a variety of questioning techniques.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 3.4</b> Select and use resources <b>Developmental indicator:</b> in collaboration with the colleague teacher, selects and uses resources relevant to the learning environment and context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 3.5</b> Use effective communication in the classroom/learning environment <b>Developmental indicators:</b> <ul style="list-style-type: none"> <li>• Is able to communicate using grammatically correct language in both oral and written situations.</li> <li>• Uses appropriate language with staff and students.</li> <li>• Uses appropriate pitch, pace, volume and projection of voice.</li> <li>• Gives instructions/directions/explanations clearly.</li> <li>• Demonstrate a capacity to use effective questioning techniques such as open-ended questions.</li> <li>• Demonstrates a developing discourse commensurate to the profession.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Colleague Teacher comments:**

*(box will expand as you type if using an electronic form. Otherwise, please feel free to attach additional pages if required)*

Emma's organisational and planning skills have been outstanding. Her life and work experiences prior to embarking on the Master of Teaching are clearly an asset to her in this new context. Her lesson planning has been thoughtful and well considered. Emma has been in the position of teaching each lesson twice. After the first lesson, she has taken both her own reflections as well as observations and feedback from her colleague teacher to refine teaching strategies and modify lesson plans as appropriate. Over the two weeks she has become more confident managing whole class discussions, responding to the wide range of comments and thoughts that students offer in an appropriate way.

### Professional Practice

Demonstrates a developing capacity to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment

#### STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

*In order to successfully pass PE2 students must not receive F for any AITSL Focus or more than one D for any one AITSL Standard*

PE2 Evidence	F	D	C	A
<b>AITSL focus 4.1</b> Support student participation <b>Development Indicator:</b> Through discussion with the colleague teacher, demonstrates an understanding of appropriate and effective strategies to support: <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Student engagement</li> <li>• Student wellbeing</li> <li>• Student safety</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 4.2</b> Manage learning activities <b>Development Indicator:</b> In collaboration with the colleague teacher: <ul style="list-style-type: none"> <li>• Demonstrates the capacity to create and organise a classroom environment conducive to learning</li> <li>• Prepares for learning activities prior to lesson</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 4.3</b> Manage challenging behaviour <b>Development Indicator:</b> Assists colleague teacher in implementing routines and rules when necessary and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 4.4</b> Maintain student safety <b>Development Indicator:</b> In collaboration with the colleague teacher: <ul style="list-style-type: none"> <li>• Identifies strategies that promote student emotional, social and physical wellbeing</li> <li>• Ensures student safety.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 4.5</b> Uses ICT safely, responsibly and ethically <b>Development Indicator:</b> Demonstrates an understanding of the ethical issues related to ICT use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Colleague Teacher comments:**

*(box will expand as you type if using an electronic form. Otherwise, please feel free to attach additional pages if required)*

Emma has demonstrated an appropriate level of care and concern for the students she has taught. She has established and maintained classroom rules and expectations, making it clear that there will be consequences for those who are not able to behave in an appropriate manner. Emma has a lovely manner when dealing with students and uses a range of low level early interventions to keep them focussed and on task.

### Professional Practice

## STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

*In order to successfully pass PE2 students must not receive F for any AITSL Focus or more than one D for any one AITSL Standard*

PE2 Evidence	F	D	C	A
<b>AITSL focus 5.1</b> Assess student learning; <b>Developmental indicator:</b> Through conversations with colleague teacher, demonstrates an understanding of how and why teachers select assessment strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 5.2</b> Provide feedback to students on their learning <b>Developmental indicators:</b> In collaboration with the colleague teacher: <ul style="list-style-type: none"> <li>• Develops a formative/summative assessment strategy/task (as relevant to context) feedback strategy for a lesson/learning experience (as relevant to the context).</li> <li>• Provides feedback for a lesson/learning experience which clearly describes ways in which students can improve.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Colleague Teacher comments:</b> (box will expand as you type if using an electronic form. Otherwise, please feel free to attach additional pages if required)				
Emma has designed opportunities for formative assessment throughout her lesson planning. She regularly provided feedback to students, identifying what they needed to do to improve and suggesting strategies that would help facilitate this.				

### Professional Engagement

Demonstrates a developing capacity to develop effective relationships with the school community to enhance learning

## STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

*In order to successfully pass PE2 students must not receive F for any AITSL Focus or more than one D for any one AITSL Standard*

PE2 Evidence	F	D	C	A
<b>AITSL focus 6.1</b> Identify and plan professional learning needs <b>Developmental indicator:</b> In collaboration with the colleague teacher: <ul style="list-style-type: none"> <li>• Critically reflects on the expectations for PE2 and recognises areas for improvement where a need is identified.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 6.2</b> Engage in professional learning and improve practice <b>Developmental indicator:</b> <ul style="list-style-type: none"> <li>• Attends and participates in staff meetings.</li> <li>• Actively engages in other professional learning opportunities (e.g. collaborative planning, professional learning workshops).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 6.3</b> Engage with colleagues and improve practice <b>Developmental indicator:</b> Actively seeks collegial feedback on own practice and acts on identified areas for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Colleague Teacher comments:</b> (box will expand as you type if using an electronic form. Otherwise, please feel free to attach additional pages if required)				
Throughout this professional experience Emma has been keen to act on advice and feedback received and also to make improvements based on her own reflections. She has participated in a number of staff meetings, making contributions to discussions and sharing her ideas and experiences.				

## Professional Engagement

### STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

*In order to successfully pass PE2 students must not receive F for any AITSL Focus or more than one D for any one AITSL Standard*

PE2 Evidence	F	D	C	A
<b>AITSL focus 7.1</b> Meet professional ethics and responsibilities <b>Developmental indicator:</b> Holds conversations with Principal and /or senior staff and conducts him/herself in a manner that demonstrates an understanding of: <ul style="list-style-type: none"> <li>• the importance of confidentiality</li> <li>• ethical considerations</li> <li>• conduct for the teaching profession</li> <li>• the importance of maintaining a dress code consistent with school expectations</li> <li>• specific school and discipline based requirements</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus 7.2</b> Comply with legislative, administrative and organisational requirements <b>Developmental indicator:</b> Holds conversations with Principal and /or senior staff and conducts him/herself in a manner that demonstrates an understanding of: <ul style="list-style-type: none"> <li>• duty of care</li> <li>• legislative requirements</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>AITSL focus area 7.3</b> Engage with parents/carers and school community <b>Developmental indicator:</b> Demonstrates an approachable respectful and professional demeanour when talking with parents/carers and members of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Colleague Teacher comments:</b> <i>(box will expand as you type if using an electronic form. Otherwise, please feel free to attach additional pages if required)</i>				
Emma has maintained the highest standard of conduct in all of her interactions at Ogilvie, with teachers, students, senior staff, lab techs, teachers aids and other school employees. She has met and exceeded all expectations in her understanding of teaching as a profession and the professional conduct that is expected of her in this role.				

### OVERALL COMMENTS REGARDING PRE-SERVICE TEACHER PERFORMANCE

*Feel free to include extra pages or supporting material if necessary.*

<b>Colleague Teacher comments</b>
Emma has made a big impact in the short time she has been at Ogilvie. Many students and staff have been under the impression that she is on PE 4 and about to graduate. She has certainly achieved and exceeded the expectations of someone in their first year of Master of Teaching. Emma has made the most of all of the opportunities she has been offered at Ogilvie, and the students have both enjoyed her lessons and developed their skills and understanding of the work she has covered. We will certainly miss Emma and wish her all the best for next year and for a rewarding and fulfilling teaching career.

## PRE-SERVICE TEACHER REFLECTIONS REGARDING OVERALL PERFORMANCE

### *PST reflections: Areas of strength*

On reflection, my areas of strength include my patience and the effort I put into knowing every student and their abilities. I believe I worked hard with in my PE1 and PE2 to build and maintain relationships with the students in my classes and have gained their respect. I believe that my own personal attributes of patience and kindness have put me in an advantageous position to begin my PE2 and then my teaching career. I believe I have acted on advice from my colleague teacher and my own reflections to improve my teaching practice. I believe that my confidence rose over the PE2 time period and with this confidence I have improved in my content delivery and classroom presence. I believe that one of my strengths is being able to explain a concept and a number of different ways and my patience allows me to work with students through a number of explanations until I hit on the way that they will understand.

### *PST reflections: Areas identified for further development*

I believe that I can improve on my planning for lessons, as many of the classes I have been teaching are of varying ability, and I believe I can improve my ability to provide more challenging work for my more able students so that they remain engaged in the lesson and allows me to help the students who don't understand the content. While I believe that my organisational and planning skills are quite reasonable, I believe that improving my lesson planning and having a number of alternative lesson plans and assessment may help students of all abilities.

### *PST reflections: Goals for future Professional Experience Placements:*

Over the following two placements I will focus on further developing my range of strategies to deal with disruptive classroom behaviour and behavioural/personality differences of the students.

Please email completed assessment form to:  
[Professional.experience@educ.utas.edu.au](mailto:Professional.experience@educ.utas.edu.au)