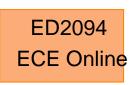
College of Arts, Society & Education



Preservice Teachers focus on developing their dec**isiak**ingprocesses in planning, teaching, managing, giving feedback and

		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Teachingeffectively Enacted plan				
Developingknowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching reading	APST 2.1			
Including a basicange of subject specific teaching (reading strategies.	APST 3.3			
Developingknowledge of a range of resources, including tal literacies that engage students in their learning.	APST 3.4			
Seeks and applies constructive feedback from supervisors and teachers to imple teaching practices. Constructive feedback on how the Proservice Teacher can progress their development.	APST 6.3			

Constructive feedback on how the Preservice Teacher can progress their development and plan for their next phase of placement, requiring a higher level of independence. Mindful, the PST will use this Placement to create context for their coursework, engaging with curriculum content and documents as they develop an awareness of the role of curriculum in lesson planning. Is the PST receiving constructive feedback in a positive and professional manner?

Managingeffectively Learning environment plan

Trials and reflects upon the implementation of positive behaviour learning

APST 4.2

		Satisfactory				
		Well	Developing Adequately	Not Developing		
Recording flearning Assessed learning						
Developingsimplemethods to monitor student learning	APST					
	5.1					
Developing awareness of the purpose of providing timely and appropriate	APST					
students about their learning.	5.2					
Constructive feedback to how the Preservice Teacher can progress their development and plan for their next phase of						
placement requiring a higher level of independence.						

Professional Experience Overall Result		Requirements		
Satisfactory		Unsatisfactory	Completed 10 Days	

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