

eReport Information

The eReport requires mentor teachers to apply professional judgments using evidence of the Pre-Service Teacher's (PST's) demonstrated knowledge, practice, and engagement in relation to APST descriptors. Resources to assist the assessment may include, but are not limited to observed practice, written feedback, lesson plans, professional conversations, and the Pre-Service Teacher's Reflection Journal.

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

Assessed APSTs

The Professional Experience Report asks that the PST be assessed against APST descriptors using the following assessment scale.

Assessment Scale for Descriptors

Exceeds (E)	APST descriptor has been met above expectation
Met (M)	APST descriptor has been met
Not Met (NM)	APST descriptor has not been met
Not Encountered (NE)	No opportunity to meet the APST descriptor

Pre-Service Teachers are assessed against APST descriptors which align with their progress in the course. **The following tables show which APSTs are assessable at each placement stage.** If a PST demonstrates that they have met or exceeded a standard which is not compulsory yet, the eReport allows Mentors to acknowledge this achievement.

Section 1: Planning for learning and teaching

	APST Descriptor	Beginning	Consolidating	Graduate
<i>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning</i>	1.1	✓	✓	✓
<i>Demonstrate knowledge and understanding of research into how learners learn and the implications for teaching</i>	1.2	✓	✓	✓
<i>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds</i>	1.3			✓
<i>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of learners across the full range of abilities</i>	1.5		✓	✓
<i>Organise content into an effective learning and teaching sequence.</i>	2.2		✓	✓
<i>Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and lesson plans.</i>	2.3		✓	✓
<i>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</i>	2.5		✓	✓
<i>Set learning goals that provide achievable challenges for learners of varying abilities and characteristics.</i>	3.1	✓	✓	✓
<i>Plan lesson sequences using knowledge of learners' learning, content and effective teaching strategies.</i>	3.2		✓	✓

Section 2: Teaching Effectively

	APST Descriptor	Beginning	Consolidating	Graduate
<i>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of learners from Aboriginal and Torres Strait Islander backgrounds</i>	1.4		✓	✓
<i>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</i>	2.1		✓	✓
<i>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</i>	2.4	✓	✓	✓
<i>Implement teaching strategies for using ICT to expand curriculum learning opportunities for learners.</i>	2.6		✓	✓
<i>Include a range of teaching strategies.</i>	3.3	✓	✓	✓
<i>Demonstrate knowledge of a range of resources, including ICT, that engage learners in their learning.</i>	3.4		✓	✓
<i>Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement.</i>	3.5	✓	✓	✓
<i>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning</i>	3.6			✓
<i>Describe a broad range of strategies for involving parents/carers in the educative process.</i>	3.7			✓

Section 3: Creating and Maintaining Supportive Learning Environments

	<i>APST Descriptor</i>	<i>Beginning</i>	<i>Consolidating</i>	<i>Graduate</i>
<i>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of learners with disability.</i>	1.6		✓	✓
<i>Identify strategies to support inclusive student participation and engagement in classroom activities.</i>	4.1	✓	✓	✓
<i>Demonstrate the capacity to organise classroom activities and provide clear directions.</i>	4.2		✓	✓
<i>Demonstrate knowledge of practical approaches to manage challenging behaviour.</i>	4.3		✓	✓
<i>Describe strategies that support students' wellbeing and safety working within learning contexts and/or system, curriculum and legislative requirements.</i>	4.4			✓
<i>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</i>	4.5	✓	✓	✓

Section 4: Assessing and Providing Feedback for Learning

	<i>APST Descriptor</i>	<i>Beginning</i>	<i>Consolidating</i>	<i>Graduate</i>
<i>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess learners learning.</i>	5.1	✓	✓	✓
<i>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to learners about their learning.</i>	5.2			✓
<i>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of learners' learning.</i>	5.3			✓

	APST Descriptor	Beginning	Consolidating	Graduate
<i>Demonstrate the capacity to interpret learning assessment data to evaluate learners' learning and modify teaching practice.</i>	5.4		✓	✓
<i>Demonstrate understanding of a range of strategies for reporting to learners and parents/carers and the purpose of keeping accurate and reliable records of learner achievement.</i>	5.5			✓

Section 5: Demonstrating Professional and Ethical Conduct

	APST Descriptor	Beginning	Consolidating	Graduate
<i>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</i>	6.1		✓	✓
<i>Understand the relevant and appropriate sources of professional learning for teachers.</i>	6.2			✓
<i>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</i>	6.3	✓	✓	✓
<i>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning.</i>	6.4		✓	✓
<i>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</i>	7.1	✓	✓	✓
<i>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage.</i>	7.2	✓	✓	✓
<i>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</i>	7.3			✓
<i>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</i>	7.4			✓