

ED3097 Formative Discussion Points

This is not an exhaustive list but merely a guide to creating discussion during the ED3097 Placement
 PST completes **independently** as a **Self-Appraisal Task** and then **Discusses it with SBTE**
This IS NOT required to be submitted to JCU

	Developing Adequately	Needs Attention	PST Notes
Planning & Teaching	D	N	
Organises resources for a lesson in advance			
Shows independence to locate and use curricular resources appropriately			
Uses identified student 'readiness' needs to plan			
Considers literacy and numeracy readiness			
Designs a logical teaching and learning sequence aligned with summative/formative assessment			
Considers the needs and strengths of all learners when planning			
Identifies achievable learning goals for students			
Differentiating lessons by responding to student readiness, interest and learning profile			
Accurately answers content-related questions from students APST 2.1			
States clear and appropriate lesson intent			
Demonstrates understanding of teaching area content			
Uses a range of appropriate pedagogical strategies and subject-specific pedagogy			
Is beginning to use different strategies for addressing student interests			
Integrates the use of digital literacies into activities to make content more meaningful			
Explains lesson content clearly - communicates clearly and accurately			
Is assigning appropriate time/weighting to achieve learning outcomes and lesson plans			
Uses voice effectively: varies pitch, volume, tone and speed			
Uses of subject-specific vocabulary and metalanguage to develop conceptual understanding			
Explores a variety of questioning techniques and does not rely on the IRE pattern of classroom discourse (Initiation-Response-Evaluation)			
Responds to children in an encouraging and respectful manner			
Gathers children's feedback to improve on practice			
Reflects on lessons to inform future planning and to improve pedagogy and student learning			
Shows evidence of SBTE's feedback in future planning and practice			
Has explored established structures in the school to encourage parents/carers to be involved in school or classroom activities (the educative process to support children's learning)			

	Developing Adequately	Needs Attention	PST Notes
Managing	D	N	
Develops a learning environment plan based on class profile, learner profiles and classroom observation			
Seeks school level policies for classroom management (for example, PBL, Tier 1 Strategies)			
Knows children's names			
Provides clear instructions and directions and demonstrates appropriate body language stance for giving instructions			
Monitors student behaviours with high rates of acknowledgement for expected behaviours			
Monitors children's behaviour and shows awareness of off-task learning behaviours			
Encourages expected behaviour and reflects upon the success of strategies to support student engagement			
Uses arranged ways to get the class's attention and waits for class attention before speaking			
Moves systematically around the room trying to implement appropriate micro-skills - <i>Essential Skills for Classroom Management</i>			
Maintains room/group routines and procedures			
Responds firmly and calmly towards challenging behaviour			
Consistently applies classroom management strategies			
Assessing			
Is beginning to use inclusive strategies to identify student readiness and interest			
Has an array of strategies to check for prior knowledge			
Checks for children's understanding at appropriate moments implementing inclusive practices			
Supports, motivates and encourages children to persist			
Aligns formative inclusive strategies with pedagogy and lesson intent			
Provides timely feedback to support student understanding			
Gives constructive and purposeful feedback to children about their learning progression			
Using assessed learning to plan next step planning			
Using student learning to modify teaching practice either within a lesson or for the next lesson			