

ED2194 Formative Discussion Points

This is not an exhaustive list but merely a guide to creating discussion during the ED2194 Placement
PST completes **independently** as a **Self-Appraisal Task** and then **Discusses with SBTE**
This IS NOT required to be submitted to JCU

	Signs of Developing	Focus Attention	PST Notes
	D	F	
Planning & Teaching			
Uses school curricular resources appropriately			
States clear and appropriate lesson intent			
Considers literacy and numeracy readiness and the demands for the required learning task			
Is embedding digital literacy general capabilities			
Considers the needs and strengths of all learners when planning – is aligned to the analysis of learner profiles			
Key intent of lessons is beginning to show signs of alignment with curriculum and either formative or summative assessment			
Provides clear instructions			
Organises resources for a lesson in advance and is prepared			
Understands teaching area content			
Uses a range of differentiated resources, including digital literacies			
Explains lesson content clearly			
Communicates clearly and accurately and with professional language			
Uses voice effectively: varies pitch, volume, tone and speed			
Explores a variety of questioning techniques			
Paces the lesson appropriately			
Gathers student feedback to improve practice			
Shows evidence of SBTE's feedback in future planning and practice			

Managing	Signs of Developing	Focus Attention	PST Notes
Getting to know students by name			
Provides clear expectations			
Develops a learning environment plan based on whole class, individual student needs and analysis of patterns of behaviour			
Recognises off-task behaviour and responds in a timely and appropriate way			
Waits for class attention before speaking			
Provides active supervision – moves to all parts of the room, varies movement patterns and uses proximity, scans the room and interacts with students while moving			
Employs active engagement strategies			
Maintains room/group routines and procedures			
Assessing			
Monitors for student understanding			
Provides timely and specific feedback to support student understanding and learning progression			
Considers types of evidence to assess learning effectively			
Reflects upon evidence of learning and attempts to plan for next step learning			
Professional Conduct			
Reflects on own teaching and with help is able to identify strengths and gaps			
Responds positively to suggestions given by SBTE and others			