

## ED3297 Formative Discussion Points

This is not an exhaustive list but merely a guide to creating discussion during the ED3297 Placement  
PST completes **independently** as a **Self-Appraisal Task** and then **Discusses 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 <b>readiness, interest and learning profile</b>   |                       |                 |           |
| Accurately answers content-related questions from students <b>APST 2.1</b>   |                       |                 |           |
| 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 students in an encouraging and respectful manner   |                       |                 |           |
| Gathers students' 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 student's learning) |                       |                 |           |

|   | Developing Adequately | Needs Attention | PST Notes |
|---|-----------------------|-----------------|-----------|
| <b>Managing</b>   | <b>D</b>              | <b>N</b>        |           |
| 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 - <a href="#">Essential Skills for Classroom Management</a> |                       |                 |           |
| Maintains room/group routines and procedures  |                       |                 |           |
| Responds firmly and calmly towards challenging behaviour  |                       |                 |           |
| Consistently applies classroom management strategies  |                       |                 |           |
| <b>Assessing</b>  |                       |                 |           |
| 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  |                       |                 |           |