



THE UNIVERSITY
of ADELAIDE

SCHOOL OF EDUCATION

Professional Experience Placement 2 – Final Report 2025

(Teaching Performance Assessment)

Incorporating the Australian Professional Standards for Teachers

This template is to be used for reporting on achievement at the end of the Pre-Service Teacher's placement. All Australian Professional Standards for Teachers (APST) must be met to successfully complete the final Professional Experience Placement.

Pre-Service Teacher Name: Jixing Ye	Student ID: 1798631	Course: B.Teaching(Sec)/B.MathCompSIB.M athCompS/B.Teaching(Sec)
Site: Hallett Cove School R-12	Placement Date: 25/08/2025 - 26/09/2025	
Number of days at Site: 25	Number of days Absent: 0	
Site Coordinator: Tom Leverenz	Mentor Teacher: Matthew Johnston	
University Liaison: Jaclyn Steffan		
Subject Taught: (Secondary only) Digital Technologies	Year Level(s) Taught: 7, 10 & 11	

Professional Experience Site Context (eg: Co-educational, R-12 Site)

Please type text here

R-12 site.

Teaching/Learning Context (eg: year levels, class sizes etc)

Please type text here

ett taught with me, year 7's, 10's & 11's digital technologies. The year 7's had 31 in the class, with the 10/11 class being a hybrid, totalling 15 students.

PROFESSIONAL KNOWLEDGE

APST 1: Know the students and how they learn

1.1 Physical, social and intellectual developments and characteristics of students

- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.5 Differentiate teaching to meet the specific learning needs across the full range of abilities
- 1.6 Strategies to support full participation of students with disability

<p>How would you grade this pre-service teacher against APST 1?</p> <ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement) <input type="radio"/> Developing: Working towards/just below standard for this stage (will not pass placement) <input type="radio"/> Satisfactory: Performance at a minimal standard for this stage (meets standard) <input checked="" type="radio"/> Good: Performance at a standard above that could be expected at this stage <input type="radio"/> Outstanding: An exemplary performance well above a standard that could be expected at this stage 	<p>Click here to enter comments on how the pre-service teacher has demonstrated APST 1:</p> <p>Jett took much time interacting with the students and learning their names and information about them. He rapidly was able to creating relationships and individualised plans for students who he thought required additional support.</p>
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APST 2: Know the content and how to teach it

- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- 2.5 Literacy and numeracy strategies
- 2.6 Information and Communication Technology

<p>How would you grade this pre-service teacher against APST 2?</p> <ul style="list-style-type: none"> <input type="radio"/> Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement) <input type="radio"/> Developing: Working towards/just below standard for this stage (will not pass placement) <input type="radio"/> Satisfactory: Performance at a minimal standard for this stage (meets standard) <input type="radio"/> Good: Performance at a standard above that could be expected at this stage <input checked="" type="radio"/> Outstanding: An exemplary performance well above a standard that could be expected at this stage 	<p>Click here to enter comments on how the pre-service teacher has demonstrated APST 2:</p> <p>Jett was very skilled with the digital technologies content. Coming into the environment, he was able to assist students with their 3D modelling tasks and able to operate our 3D printers and laser cutters without any assistance. He was constantly referring to curriculum documents when creating lesson plans and was always very organised.</p>
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PROFESSIONAL PRACTICE

APST 3: Plan for and implement effective teaching and learning

- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication

3.6 Knowledge in the use of effective classroom communication

3.7 Engage parents/carers in the educative process

How would you grade this pre-service teacher against APST 3?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

Click here to enter comments on how the pre-service teacher has demonstrated APST 3:

Jetts planning for lessons was very detailed, intentional and consistent from day 1. He was able to create a variety of lesson types and projects, which helped us have discussions on content appropriateness for the students levels, and strengthen his largely successful lessons even further. Resource selection was excellent. Early on in the placement, he did struggle sometimes to get the classes attention and focus, but after some conversations and discussions on tactics, there was a big improvement.

APST 4: Create and maintain supportive and safe learning environments

4.1 Support student participation

4.2 Manage classroom activities

4.3 Manage challenging behaviour

4.4 Maintain student safety

4.5 Use ICT safely, responsibly and ethically

How would you grade this pre-service teacher against APST 4?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

Click here to enter comments on how the pre-service teacher has demonstrated APST 4:

The students in the classes enjoyed having Jett as their teacher a lot. He was able to get them working and engaged with his fresh ideas and projects, which allowed the students to have a chance to excel - and many did. He ultimately did not have much challenging behaviour to manage - the classroom environment was really thriving under his command. ICT used safely and extremely well.

APST 5: Assess, provide feedback and report on student learning

5.1 Assess student learning

5.2 Provide feedback to students and their learning

5.3 Make consistent and comparable judgements

5.4 Interpret student data

5.5 Report on student achievements

How would you grade this pre-service teacher against APST 5?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

Click here to enter comments on how the pre-service teacher has demonstrated APST 5:

In our assessment of student learning, Jett was good at understanding rubric's and where students were sitting in terms of their work, if anything, a bit harsh on his judgement. Conversations about this and strategies were had and Jett's marking consistency improved.

PROFESSIONAL KNOWLEDGE

APST 6: Engage with Professional Learning

- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning

How would you grade this pre-service teacher against APST 6?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

Click here to enter comments on how the pre-service teacher has demonstrated APST 6:

Jett regularly sought feedback and undertook implementing it into his practice, a clear focus of his from early on. He was constantly asking myself and other teachers for advice on how to deliver instructions and content, classroom management skills and general teaching work/life balance. He attended all the school professional development sessions, and even assisted the Technologies faculty in a workshop cleaning and tidying session (which we GREATLY appreciated!), something well outside of his placement requirements. He attended staff gatherings and integrated well with the school staff team. Jett's cheery attitude and ease of laughter made him a joy to be a mentor of.

APST 7: Engage professionally with colleagues, parents/carers and the community

- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

How would you grade this pre-service teacher against

APST 7?

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

Click here to enter comments on how the pre-service teacher has demonstrated APST 7:

Jett sat in on a number of parent teacher interviews where he observed and even provided some of his own insights.

SUMMARY STATEMENT

Mentor Comment

Please comment on any other particular competencies, abilities, contributions, strengths and impact of teaching of the Pre-Service Teacher.

Jett was a great addition my classroom during his time on placement and he will be missed by myself, the other teachers and the students. His friendly positive demeanour was a fresh and welcomed addition to the tech team. Watching him passionately deliver his projects and lessons to the class has been a joy to watch and I know that when he is in a teaching role, he will excell in making the students feel the same way about the work they are doing. He has a great understanding of the content he is teaching and will be a great addition to the school that hires him.

FINAL ASSESSMENT

The Pre-Service Teacher's overall rating should reflect the Mentor Teacher's view of how they performed against the Graduate level of the Australian Professional Standard for Teachers.

- Unsatisfactory: Performance below an acceptable standard for this stage (will not pass placement)
- Developing: Working towards/just below standard for this stage (will not pass placement)
- Satisfactory: Performance at a minimal standard for this stage (meets standard)
- Good: Performance at a standard above that could be expected at this stage
- Outstanding: An exemplary performance well above a standard that could be expected at this stage

Staff at The University of Adelaide, School of Education greatly value your opinion and appreciate the time and effort you have put into supervising our Pre-Service Teachers.

Thank you
Dr Walter Barbieri
Director for Placements
School of Education

Mentor Teacher Verification:

Once you have completed report, please click on Mentor Teacher Verification below and advise your Site Coordinator so the report can be formally submitted

Actioned by Matthew Johnston on 1/10/2025 10:16:25 AM

Student Comment:

Please comment about your placement and click on Step 3: Student Submit button when finished.

Thanks for making me feel so welcome—our year 7 and manufacturing teams were awesome. I learned a lot about delivering with energy and clarity, and I'll keep building on that. The focus on organised planning and clear lesson structure really lifted my teaching, and I'm proud of the relationships built with students. I also enjoyed pitching in beyond the 3d real world project—great experience!

Actioned by Jixing Ye (1798631) on 2/10/2025 11:51:23 AM

Site Coordinator Verification:

Once you have completed the report, please click on Site Coordinator Verification below and the form will be sent to the School of Education electronically

Site Coordinator Report:

You may wish to complete this section as the Site Coordinator to report on any extra curricular activities/involvement the pre-service teacher may have participated in.

Add text here:

NA

Actioned by Tom Leverenz on 11/11/2025 11:50:16 AM

OFFICE USE ONLY**Director for Placements Verification:**

Once you have certified all information above is correct and you are satisfied with the pre-service teacher result please click on the Director for Placements Verification below

Has the Pre-Service Teacher successfully completed the placement

Yes No

Actioned by Walter Barbieri on 11/11/2025 4:36:21 PM

School of Education Verification

Once report has been checked and verified by all parties please click on the Report Certified and processed below which will finalise the Placement Report process

Actioned by Denice Daou on 18/11/2025 3:31:18 PM