

**ED2492 Professional Experience Report**

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports be returned **ONLY** by Site Coordinators. The Digital Report must be submitted to the Student Placement Team via email at [placements@jcu.edu.au](mailto:placements@jcu.edu.au). The Report is due within 5 days of Placement completion to support Preservice Teachers' subject progression.

Please cc PST in the email so they may retain a copy of the Report for their Portfolio.

<b>Preservice Teacher:</b>		<b>Student ID:</b>	
<b>JCU Partnership School:</b>			
<b>SBTE/s Name:</b>	<b>Teaching Area 1</b>	<b>Teaching Area 2</b>	
<b>To Meet Accreditation</b> <b>PST is required to have a spread of subjects in both teaching areas in Junior Curriculum</b>			
<b>Teaching Area 1 -</b>		<b>Teaching Area 2 -</b>	
<b>Year Level</b>	<b>Subject</b>	<b>Year Level</b>	<b>Subject</b>
<input type="checkbox"/>	<b>Office Use Only – Met Bachelor Education [Secondary] Program Accreditation Requirements regarding teaching areas</b>		
<b>Well developed</b>	<b>Consistent</b> evidence of knowledge, practice and engagement that demonstrates the APST descriptors at the Graduate Career Stage		
<b>Developing adequately towards the graduate level</b>	<b>Awareness</b> of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and <b>engagement</b> at this level <p style="text-align: center;"><b>SUCCESSFUL DEMONSTRATION OF ENGAGEMENT LEVEL</b></p> <ul style="list-style-type: none"> <li>➤ with <b>advice</b> and support, is beginning to link/design/source ...</li> <li>➤ at <b>times with guidance</b> able to ...</li> <li>➤ is aware of, understands, but still to show <b>application</b> ...</li> <li>➤ often requires <b>prompts</b> to seek and reflect ...</li> <li>➤ has <b>some capacity</b> ...</li> <li>➤ is <b>occasionally</b> prepared to ...</li> <li>➤ <b>requires some prompts to take the</b> initiative...</li> </ul>		
<b>Not developing adequately</b>	<b>Little or no evidence</b> of knowledge, practice and <b>engagement of awareness</b> that meet the descriptor at the APST Graduate Career Stage		

	Satisfactory		
	Well Developed	Developing Adequately	Not Developing
<b>Planning effectively</b>			
<b>Analyses</b> and reflects on collated student profiles to identify how holistic development and individual characteristics influence engagement and achievement.	<b>APST 1.1</b>		
<b>Demonstrates</b> a foundational understanding of cognitive load theory by planning and implementing learning activities that gradually remove prompts to reduce extraneous load and support schema development.	<b>APST 1.2</b>		
<b>Plans</b> for and respects the diversity of all students in the classroom and makes connections between aspects of a lesson and students' own contexts.	<b>APST 1.3</b>		
<b>Identifies</b> individual learning needs using available student information and begins adapting lesson content and delivery to address them.	<b>APST 1.5</b>		
With a gradual release of guidance, <b>plans and documents</b> lesson sequences that organise content logically within a single lesson and across multiple lessons, to establish a progression of concepts and skills.	<b>APST 2.2</b>		
With a gradual release of guidance, <b>uses</b> school programs and curriculum as the basis for <b>designing independently</b> planned lesson sequences.	<b>APST 2.3</b>		
<b>Includes</b> general learning goals in planning, based on curriculum expectations and observed student needs.	<b>APST 3.1</b>		
<b>Plans</b> for a sequence of lessons, grounded in foundational content knowledge, student learning needs, and subject-specific teaching strategies.	<b>APST 3.2</b>		
<p><i>Provide constructive feedback to support PST planning for Level 3 placements. How has the PST used classroom management to foster engagement and achievement, and how have they considered learner diversity in planning? Reflect on how their observations informed planning decisions. What could improve lesson sequencing or reduce cognitive load in future planning?</i></p>			

Teaching effectively				
		Well Developed	Developing Adequately	Not Developing
With a gradual release of responsibility, <b>selects and applies</b> relevant curriculum content to plan and teach the subject area, explaining key concepts clearly and using accurate subject-specific terminology.	<b>APST 2.1</b>			
<b>Enacts</b> a basic range of subject-specific teaching strategies appropriate to the content being taught.	<b>APST 3.3</b>			
<b>Implements</b> the use of vocabulary and metalanguage to develop conceptual understanding and draws upon student responses in an inclusive manner.	<b>APST 3.5</b>			
<b>Seeks</b> opportunities to incorporate Aboriginal and Torres Strait Islander perspectives and inclusive resources that reflect Indigenous cultures and voices into lessons.	<b>APST 1.4</b>			
<p><i>How can the PST progress toward greater independence in planning and teaching? How have they applied curriculum content, used subject-specific terminology, and enacted strategies to support conceptual understanding?</i></p>				
Managing effectively				
		Well Developed	Developing Adequately	Not Developing
<b>Plans</b> for implementing active participation strategies to engage most students and monitor engagement levels.	<b>APST 4.1</b>			
<b>Implements and reflects</b> on chosen support intervention to engage and re-engage learners to develop positive learning behaviours that encourage students to respond quickly to instructions to reduce wasted learning time.	<b>APST 4.2</b>			

*How can the PST progress toward independence in planning for positive learning behaviours? How are they developing proactive practices that impact learning, well-being, and behaviour? To what extent are they planning strategies that encourage engagement versus responding to interfering behaviours? How have they implemented active participation strategies and monitored engagement, and whether they responded to Tier 1/2 behaviours in line with school policy?*

**Assessing**

<b>Incorporates</b> simple methods to monitor student learning and development.	<b>APST 5.1</b>			
<b>Provides</b> timely, clear, constructive task-level feedback and begins to link feedback to learning goals with some guidance.	<b>APST 5.2</b>			
<b>Selects, gathers,</b> and <b>analyses</b> data to support the planning and assessment of learning.	<b>APST 5.4</b>			

*Please provide constructive feedback on how the PST demonstrated the ability to interpret student assessment data to evaluate learning and adjust teaching practice. How effectively did they analyse this data to identify patterns or misconceptions and use these insights to plan or modify instruction? What steps can the PST take to strengthen their capacity to use assessment data for planning and improving student outcomes?*

Professional Conduct				
<b>Incorporates</b> basic ethical ICT modelling, including source citation during lessons.	<b>APST 4.5</b>			
<b>Seeks</b> feedback and <b>attempts</b> to improve teaching practices with evidence of changes.	<b>APST 6.3</b>			
<b>Applies</b> key principles of teacher codes of conduct and ethics through high-level personal presentation, professional communication and conduct, and appropriate interactions with students.	<b>APST 7.1</b>			
<i>Provide feedback on how the PST sought and used feedback to improve practice, with evidence of changes and impact. What professional strengths did the PST display?</i>				
<b>Professional Experience Overall Result</b>		<b>Requirements</b>		
<b>Satisfactory</b>		<b>Unsatisfactory</b>	Completed 10 Days	
Is <b>ready</b> to proceed to the next stage Met <b>all</b> Descriptors at a <b>minimum of</b> Developing Adequately		Is <b>not yet ready</b> to proceed to the next stage due to having <b>1 or more</b> Not Developing Descriptors ticked	Compiled and discussed Evidence-Based Portfolio	
			Has had junior curriculum subjects across BOTH teaching areas	
<b>Preservice teacher's name</b>		<b>Signature</b>		
<b>Supervising teacher's name</b>		<b>Signature</b>		
<b>Site coordinator's name</b>		<b>Signature</b>		