

## ED2097 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 Centre:</b>			<b>Room: 3-5 Years</b>
<b>SBTE Name:</b>		<b>QCT Registration No:</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>	<p><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> <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 child 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 experiences that gradually remove prompts to reduce extraneous load and support schema development.	<b>APST 1.2</b>			
With a gradual release of guidance, <b>plans and documents</b> , a sequence of learning experiences that organise content logically within a single activity and across multiple activities to establish a progression of concepts and skills.	<b>APST 2.2</b>			
With a gradual release of guidance, <b>uses the QKLG</b> curriculum as the basis for <b>designing independently</b> planned learning sequences.	<b>APST 2.3</b>			
<b>Formulates short-term learning goals</b> based on observed children’s needs.	<b>APST 3.1</b>			
<b>Plans</b> for a sequence of play-based, teacher-initiated experiences.	<b>APST 3.2</b>			
<i>Provide constructive feedback to support PST planning for their development as an early childhood practitioner.</i>				

Teaching effectively				
		Well Developed	Developing Adequately	Not Developing
With a gradual release of responsibility, demonstrates the ability to <b>select</b> and <b>apply</b> relevant EYLF learning outcomes and principles to plan and implement play-based and intentional teaching experiences that promote holistic development and learning.	<b>APST 2.1</b>			
<b>Implements</b> ICT to enhance learning by integrating digital tools and resources that support engagement, creativity, knowledge building, and collaborative learning experiences.	<b>APST 2.6</b>			
<b>Enacts</b> a range of intentional play-based teaching strategies that embrace and build on children’s knowledge, perspectives, capabilities and interests.	<b>APST 3.3</b>			
<i>Provide constructive feedback to support PST planning for their development as an early childhood practitioner.</i>				
Managing effectively				
		Well Developed	Developing Adequately	Not Developing
<b>Applies</b> inclusive practices that ensure all children can participate meaningfully in play-based learning experiences, responding to individual interests and strengths to foster a sense of belonging.	<b>APST 4.1</b>			
<i>Provide constructive feedback to support PST planning for their development as an early childhood practitioner.</i>				

## Assessing

**Incorporates** simple methods to monitor and document children’s learning and development.

**APST  
5.1**

**Provides** timely, constructive feedback that supports children’s learning and wellbeing, using open-ended questioning and teachable moments to begin linking feedback to EYLF learning outcomes.

**APST  
5.2**

**Document** evidence of learning, identifying the child’s level of familiarity with the situation in which the learning was demonstrated and the level of support that enabled the child to demonstrate the observed learning.

**APST  
5.4**

*Provide constructive feedback to support PST planning for their development as an early childhood practitioner.*

Professional Conduct				
Seeks feedback and <b>attempts</b> to improve teaching practices with evidence of changes.	APST 6.3			
<b>Adheres</b> to the Centre's comprehensive protocols for child safety, health, and well-being, in accordance with the National Quality Framework (NQF) and State legislation.	APST 7.2			
<i>Provide constructive feedback to support PST planning for their development as an early childhood practitioner.</i>				
Professional Experience Overall Result			Requirements	
<b>Satisfactory</b>		<b>Unsatisfactory</b>	Completed 15 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	
<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>	