

ED1492 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.

The Report is due within 5 days of Placement completion, allowing the Preservice Teacher to register the subject result before 21st AUGUST and progress to Trimester 3.

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

Preservice Teacher:							Student ID:		
JCU Partnership School:									
SBTE:									
Year Level	Prep <input type="checkbox"/>	Year 1 <input type="checkbox"/>	Year 2 <input type="checkbox"/>	Year 3 <input type="checkbox"/>	Year 4 <input type="checkbox"/>	Year 5 <input type="checkbox"/>	Year 6 <input type="checkbox"/>	Specialisation	
Developing adequately towards the graduate level	<p>Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level</p> <p style="text-align: center;">SUCCESSFUL DEMONSTRATION OF ENGAGEMENT LEVEL</p> <ul style="list-style-type: none"> ➤ with scaffolded support, is beginning to recognise to link/design/source... ➤ at times, with guidance, is somewhat able to... ➤ Is starting to show awareness of and has a basic understanding ... ➤ requires frequent prompts to seek and reflect... ➤ has limited capacity to... ➤ is still developing the confidence to be prepared to... ➤ is still developing the confidence to attempt to take the initiative... 								
Not developing adequately	<p>Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage</p>								

Planning considerations			
		Developing Adequately	Not Developing
Seeks holistic developmental data on students and discusses profile observations to understand their needs.	APST 1.1		
Discusses responsive approaches and the use of a variety of resources and inclusive strategies to support different learning needs.	APST 1.5		
<p><i>Please provide an overall constructive comment on how the PST used holistic developmental information and classroom observations to understand student needs, and how they recognised the connection between responsive, inclusive approaches and the use of varied resources in supporting diverse learners.</i></p>			

Teaching considerations			
		Developing Adequately	Not Developing
Observes and notes the purpose of the Concrete–Representational–Abstract (CRA) approach by identifying how each stage supported conceptual understanding.	APST 2.1		
Writes reflections recognising teaching practices to support the development of students' numeracy skills.	APST 2.5		
Observes and notes how manipulatives are utilised to facilitate student learning and articulates how these resources support engagement and conceptual understanding.	APST 3.4		
<p><i>Please provide an overall constructive comment on how the PST reflected on the CRA approach, recognised teaching practices that support numeracy development, and their understanding of how manipulatives enhanced student engagement and conceptual understanding.</i></p>			

Establishing a Learning Environment			
		Developing Adequately	Not Developing
Observes inclusive participation strategies and begins to identify how these strategies support student engagement and positive learning behaviours.	APST 4.1		
Writes reflections on how observed room routines and procedures support the promotion of positive interactions and engagement in learning experiences.	APST 4.2		
<i>Please comment on how the PST observed active, inclusive participation strategies and reflected on classroom routines and procedures to understand how these practices promote positive interactions and engagement in the learning environment.</i>			

Assessing learning			
		Developing Adequately	Not Developing
Identifies evidence sources (e.g., work samples, test scores, oral responses) as a means to demonstrate conceptual learning.	APST 5.4		
<i>Please describe how the PST identified and used evidence sources to demonstrate students' conceptual learning.</i>			

Professional Conduct			
		Developing Adequately	Not Developing
Engages in professional dialogue.	APST 6.2		
Receives feedback in a professional manner by respectfully acknowledging and clarifying feedback.	APST 6.3		
Demonstrates a willingness to participate with school staff in a range of activities.	APST 7.4		
<i>Please provide an overall constructive comment on how the PST engaged in professional dialogue, responded to feedback with maturity, and demonstrated a willingness to participate collaboratively with school staff.</i>			

Professional Experience Overall Result		Requirements	
Satisfactory		Unsatisfactory	Completed 5 Days
Is ready to proceed to the next stage Met all Descriptors at a minimum of Developing Adequately		Is not yet ready to proceed to the next stage due to having 1 or more Not Developing Descriptors ticked	Compiled and discussed Evidence-Based Portfolio Had opportunity to engage in Specialisation
Preservice teacher's name		Signature	
Supervising teacher's name		Signature	
Site coordinator's name		Signature	