College of Arts, Society & Education
MASTER OF TEACHING & LEARNING

ED5960
Primary

ED5960 Professional Experience Report

To support the assessment processes and JCU's commitment to academic integrity, we ask all Reports to be returned **ONLY** by Site Coordinators. Digital Reports to be submitted to the Student Placements Team by email placements@jcu.edu.au. The Report is due within **5** days of Placement completion to support the Graduate Student Teacher's subject progression.

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

Graduate Student Teacher:		**JCU Student Id:**	
JCU Partnership School:			
SBTE:			
Year Level		**Specialisation**	
Well developed	**Consistent** evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage		
Developing adequately towards graduate level	**Awareness** of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and **engagement** at this level SUCCESSFUL DEMONSTRATION OF ENGAGEMENT ➢ With some advice and support is able to link/design/source… ➢ Is usually able to… ➢ Is aware of, understands… ➢ Has some capacity… ➢ Is often prepared to… ➢ Initiate some…		
Not developing adequately	**Little or no evidence** of knowledge, practice and **engagement of awareness** that meet the descriptor at the APST Graduate Career Stage		

In this phase of professional development, Graduate Student Teachers focus on pedagogical practices that support learning especially through differentiated practice for diverse students. By the end of this phase, Graduate Student Teachers demonstrate understanding and application of APSTs at an 'introduced and developed' level.		Satisfactory			
		Well Developed	Developing Adequately	Not Developing	N/A
Planning effectively – Preparation for teaching					
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	☐	☐	☐	
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	☐	☐	☐	
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	APST 1.5	☐	☐	☐	
Organise content into an effective learning and teaching sequence.	APST 2.2	☐	☐	☐	
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	☐	☐	☐	
Know and understand literacy and numeracy teaching strategies and their application in teaching areas	APST 2.5	☐	☐	☐	
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	☐	☐	☐	
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	APST 3.2	☐	☐	☐	
Tick 'NA' if unable to assess in the school context Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	APST 1.6	☐	☐	☐	☐
Comments:					

Teaching effectively – enactment of teaching					
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1	☐	☐	☐	
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	☐	☐	☐	
Include a range of teaching strategies.	APST 3.3	☐	☐	☐	
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning	APST 3.4	☐	☐	☐	
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	☐	☐	☐	
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	☐	☐	☐	
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	☐	☐	☐	
Tick 'NA' if unable to assess in the school context Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	APST 1.4	☐	☐	☐	☐
Tick 'NA' if unable to assess in the school context Demonstrate broad knowledge of, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	☐	☐	☐	☐
Comments:					

Managing effectively – create safe and supportive learning environments					
Identify strategies to support inclusive student participation and engagement in classroom activities	APST 4.1	☐	☐	☐	
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	☐	☐	☐	
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	☐	☐	☐	
Comments:					

Assessing and Recording						
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	☐	☐	☐		
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	☐	☐	☐		
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	☐	☐	☐		
Comments:						

Professional Conduct						
Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	☐	☐	☐		
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	APST 4.5	☐	☐	☐		
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	☐	☐	☐		
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	☐	☐	☐		
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	☐	☐	☐		
Please leave blank if unable to assess in the school context: Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	☐	☐	☐	☐	
Constructive feedback to support GST to **plan** for their Final Year Placement to meet Graduate Level.						

Professional Experience Overall Result			Requirements	
Satisfactory		Unsatisfactory	Completed 20 Days	☐
☐		☐	Completed and Discussed professional portfolio recommendations	☐
Means GST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)		**Means GST is not yet ready to proceed to next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked**	Minimum of 'Developing Adequately' in all descriptors.	☐

Graduate Student Teacher's name		**Signature** **Date**	
Supervising Teacher's name		**Signature** **Date**	
Site coordinator's name		**Signature** **Date**	