

ED5955 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 the completion of Placement to support the Graduate Teachers' subject progression.

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

Preservice Teacher:		Student ID:	
JCU Partnership School:			
SBTE/s Names:	Teaching Area 1	Teaching Area 2	
To Meet Accreditation			
GST is required to have a spread of subjects in both teaching areas in the Junior			
Teaching Area 1 -		Teaching Area 2 -	
Year Level	Subject	Year Level	Subject
Office Use Only – Met MTL Program Accreditation Requirements, providing both teaching areas in Junior Curriculum subjects			
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrates the APST descriptors at the Graduate Career Stage		
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 advice and support, is beginning to link/design/source ... ➤ at times with guidance able to ... ➤ is aware of, understands, but still to show application ... ➤ often requires prompts to seek and reflect ... ➤ has some capacity ... ➤ is occasionally prepared to ... ➤ requires some prompts to take the initiative... 		
Not developing adequately	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage		

Graduate Student Teachers are introduced to the APST at this stage of learning. The Placement focuses on Graduate Student Teachers' perspectives on learners and how these perspectives can shape their practices.		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Planning effectively				
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			
Organise content into an effective learning and teaching sequence.	APST 2.2			
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			
<i>Constructive feedback to support GST to plan for their next Placement. Focus areas to support GST in collecting fit-for-purpose data to gauge learners' needs and readiness for learning and to inform differentiated planning to meet the needs of diverse learners.</i>				

Teaching effectively – enactment of teaching

		Well Developed	Developing Adequately	Not Developing
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1			
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5			
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3			
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			
Demonstrate broad knowledge of, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4			
<p><i>Constructive feedback should support the GST in planning for the next Placement. It should include how they have sought or applied feedback to improve teaching practices. Focus areas should guide how the GST can apply content knowledge and teaching strategies, engage students through effective communication, use feedback to improve, and demonstrate understanding and respect for Aboriginal and Torres Strait Islander histories, cultures, and ways of knowing.</i></p>				

Managing effectively - create safe and supportive learning environments

		Well Developed	Developing Adequately	Not Developing
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			
<p><i>Constructive feedback to support GST to plan for their next Placement. Focus areas to support GST planning for a safe environment that provides students with the opportunity to achieve learning goals by utilising Tier 1 Universal support strategies and micro-skills for classroom management.</i></p>				

Assessing Learning – evidence of student learning

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2			
<p><i>Constructive feedback to support GST to plan for their next Placement. Focus areas that will support the GST plan and implement levelled feedback to learners to progress their learning.</i></p>				

Professional Conduct				
Describe strategies that support students' well-being and safety working within the school and/or system, curriculum and legislative requirements.	APST 4.4			
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			
<p><i>Constructive feedback to support GST to plan for their next Placement. Focus areas to support GST in developing a commitment to Professional Engagement through self-reflection on their own professional knowledge, practice, and engagement.</i></p>				
Professional Experience Overall Result		Requirements		
Satisfactory		Unsatisfactory	Completed 15 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 junior curriculum subjects across BOTH teaching areas	
Preservice teacher's name		Signature		
Supervising teacher's name		Signature		
Site coordinator's name		Signature		