

ED5950 Final Professional Experience Report

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports and Attendance Records be returned **ONLY** by Site Coordinators. Digital Report to be submitted to the Student Placements Team by emailing [Student Placements Team](#). The Report is due within **5** days of Placement completion to support Graduate Student Teacher's subject progression.

Please cc GST in the 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	<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</p> <ul style="list-style-type: none"> ➤ 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		

Graduate Student Teachers are introduced to the APST at this stage of learning. The Placement focuses on Graduate Student Teachers' perspectives of learners, and how their perspectives can shape their practices.		Satisfactory		Not Developing	N/A
		Well Developed	Developing Adequately		
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organise content into an effective learning and teaching sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>					
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>					

Managing effectively – create safe and supportive learning environments

Identify strategies to support inclusive student participation and engagement in classroom activities	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Assessing and Recording

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Constructive feedback to support GST to **plan** for their next phase Placement to plan and teach independently.

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Professional Experience Overall Result		Requirements	
Satisfactory	Unsatisfactory	Completed 10 Days	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Completed and Discussed professional portfolio recommendations	<input type="checkbox"/>
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	<input type="checkbox"/>

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