

ED1492 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 Reports are to be submitted to the Student Placements Team by emailing placements@jcu.edu.au. The Report is due within **5** days of Placement completion to support the Preservice Teacher's subject progression.

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	
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/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		

To be a successful placement - A minimum of 'Developing Adequately' in all descriptors

Preservice Teachers are introduced to the APST at this stage of learning. The practicum focuses on Preservice Teachers' perspectives of learners and how their perspectives can shape their practices. Numeracy as a general capability is a focus in this phase. Evidence of PST's emerging development of the following can be gained through the observation of the PST's practice and engagement in the detailed Learning Tasks, the professional and reflective dialogue and the suggested Portfolio artefacts.		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Planning effectively - Preparation for teaching				
Seeks knowledge and discusses observations of students' specific physical, social and intellectual learning needs and characteristics that may affect learning.	APST 1.1			
Discusses observations and expresses awareness of the need to differentiate teaching strategies based on student diversity of teaching strategies responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3			
Observe and note strategies for teaching numeracy and their application in teaching areas.	APST 2.5			
Teaching effectively - Enactment of teaching				
Discusses teaching and learning strategies that are suitable for focused number concepts	APST 2.1			
Uses current and relevant resources for maths activity in consultation with the SBTE to ensure accurate content is presented.	APST 3.4			
Observe and note various verbal and non-verbal communication strategies to support student engagement.	APST 3.5			
Managing effectively - Development of a safe and supportive learning environment				
Observe and record strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1			
Observe and record strategies for classroom organisation to support students know positive learning expectations	APST 4.2			
Assessing and Recording - Provision of feedback to support learning				
Considers the types of evidence required to effectively evaluate student conceptual understanding.	APST 5.4			
Professional Conduct- Development of a community of educators				
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4			
<i>Overall comments regarding the PST's practices that demonstrated engagement with the focus APSTs during the placement.</i>				

Professional Experience Result		Requirements	
Satisfactory	Unsatisfactory	Completed 5 Days	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Completed and Discussed professional portfolio recommendations	<input type="checkbox"/>
Means PST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)	Means PST is not yet ready to proceed to next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked	Experienced observation opportunity with specialisation subject	<input type="checkbox"/>
		Minimum of 'Developing Adequately' in all descriptors.	<input type="checkbox"/>
Preservice Teacher's name		Signature Date	
Supervising Teacher's name		Signature Date	
Site Coordinator's name		Signature Date	