College of Arts, Society & Education
BACHELOR OF EDUCATION

ED3442 Professional Experience Formative Report

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports be returned **ONLY** by Site Coordinators. Digital Reports are to be submitted to the Student Placement 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		**Specialisation**	

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 HIGH ENGAGEMENT LEVEL ➤ 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

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Please provide formative feedback upon the focused APST to support PST to prepare for the next phase of Placement, where they will be required to independently enact evidence-informed practice and differentiate to meet learners' specific needs. They will be required to sustain a full load of teaching.

Please discuss with the PST their engagement with the Graduate Standards and how they are **developing towards** the graduate level. How did PST take the opportunity to seek advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aimed to meet students' diverse learning needs? How did the PST create a respectful and collegial classroom environment where all students were valued and provided with learning opportunities?

Preservice teachers focus on using a range of data to inform andappraise their practice. By the end of third year, preservice teachers demonstrate the relevant Australian Professional Standards for Teachers at a **high** Engagement level (QCT Assessing APST Evidence Guide).

Planning effectively - planning for engaging all learners based on specific needs	
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
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with a disability or **a condition accepted under AARA.**	APST 1.6

Developing adequately in planning for learner engagement based on needs		Little or no evidence to plan for learner engagement based on needs	

Constructive feedback to support PST in planning for their next placement phase including how PST provided learning opportunities, along with inclusive teaching strategies for a wide variety of student abilities and backgrounds. How did PST respond to the needs of students and attempted to make modifications dependent students' development and characteristics? Areas requiring focused attention.

Teaching effectively - differentiate practice to meet all the different learning needs	
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5
Seek and apply constructive feedback from supervisors andteachers to improve teaching practices.	APST 6.3

Developing adequately in enacting differentiated practice		Little or no evidence to enact differentiated practice	

Constructive feedback to support PST in planning for their next placement phase, including how PST incorporated teaching strategies and resources (including digital literacies) specific to a content area. How did PST incorporate feedback to improve their practices, particularly how they differentiated for student needs? Areas requiring focused attention.

Managing effectively - creates a safe and inclusive environment to engage all learners	
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

Developing adequately in creating an inclusive learning environment		**Little or no evidence of creating an inclusive learning environment**	

Constructive feedback to support PST in planning for their next placement phase, including how the PST used various data, including behavioural data to inform how and what strategies and approaches could be implemented to develop safe, supportive and inclusive learning practices. Areas requiring focused attention.

Assessing and Recording – assessing for learning	
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement through familiarisation with the school's reporting procedures and policies.	APST 5.5

Developing adequately to assess student learning		**Little or no evidence of assessing student learning**	

Constructive feedback to support PST in planning for their next placement phase, including how PST used student data or information (e.g. specialist or allied health) to assess and report on student learning. Areas requiring focused attention.

Professional Conduct – professional engagement	
Describe strategies that support students' well-being and safety working within 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

Developing adequately engagement in professional conduct		**Little or no evidence of professional conduct**	

Constructive feedback to support PST in planning their next placement phase, including how PST engaged in working sensitively and confidentially with student data while ensuring compliance with legislation and other appropriate policies and procedures. Areas requiring focused attention.

Professional Experience Overall Result			Requirements	
Satisfactory		**Unsatisfactory**	Completed 5 Days	
PST is ready to proceed to the next Placement stage meeting **ALL** the overall assessed Domains		PST is **not yet ready** to proceed to the next Placement stage due to having **1 or more** overall assessed Domains ticked as little or no evidence of development	Completed and Discussed professional portfolio recommendations	