College of Arts, Society & Education
BACHELOR OF EDUCATION

Professional Experience A Formative Report
Professional Experience A
Formative - Developing Towards Graduate Level

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 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 Preservice Teacher's subject progression.
Please cc PST in email so they may retain a copy of the Report for their Portfolio

JCU Preservice Teacher:		JCU Student ID:	
Partnership School:			
SBTE/s:			
Primary:	Year Levels:	Specialisation:	

Formative Assessment ratings	
Graduate level (G)	**Consistent** evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage
Developing towards graduate level (D)	**Awareness** of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level
Below graduate level (B)	**Little or no evidence** of knowledge, practice and engagement or awareness that meet the descriptors at the APST Graduate Career Stage.

The following activities completed, as outlined in the Professional Experience Handbook:

	PST Presented & Discussed Professional Experience **Portfolio** with SBTE **throughout** the Placement
	Minimum of 'D' (Developing Towards Graduate Level) in **ALL** descriptors against the Report
	Completed the required number of consecutive Professional Experience days – **including** the minimum 1-day Student Free/Professional Development Day
	Completed the required arranged Days ED4486
If supervised by two Site-Based Teacher Educators, **ONLY** one Report per Placement is required—moderated between Site Based Teacher Educators.	

Planning using data and evidence – collecting data to gauge learner needs and readiness for learning		Satisfactory		
		Graduate	Developing towards Graduate	Below Graduate
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 differentiated 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 children and young people of varying abilities and characteristics.	APST 3.1			
Plan lesson sequences using knowledge of children's learning, content and effective teaching strategies.	APST 3.2			

*Constructive feedback to support PST to **plan** for their Final Year Placement to meet Graduate Level, including how they are using learner assessment data to inform and modify instruction both in the moment and across the sequence of teaching learning and assessment.*

Differentiated Delivery Instruction		Satisfactory		
		Graduate	Developing towards Graduate	Below Graduate
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1			
Implement a range of teaching strategies and appropriate resources, including digital literacies that engage students in learning.	APST 3.3			
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3			

*Constructive feedback to support PST to **plan** for their Final Year Placement to meet Graduate Level, including how they are using learner assessment data to inform and modify instruction both in the moment and across the sequence of teaching learning and assessment.*

Planning for Safe and Supportive Learning Environments Supporting Student Wellbeing		Satisfactory		
		Graduate	Developing towards Graduate	Below Graduate
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			

*Constructive feedback to support PST to **plan** for their Final Year Placement, including how the PST is developing approaches and strategies to teach and engage students to exhibit positive learning behaviours. How has the PST shared their understanding of the situations that trigger challenging behaviours? Has the PST demonstrated familiarity with school policy and procedures for managing challenging behaviours?*

Assessment of Learning Progress		Satisfactory		
		Graduate	Developing towards Graduate	Below Graduate
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1			
Demonstrate the capacity to interpret student assessment data to evaluate their learning and modify teaching practice.	APST 5.4			

Constructive feedback to support PST to **plan** *for their Final Year Placement, including how they assessed learner progress during a lesson/s and how they provided learners with feedback to support learning progression. Through the PST's collated summary of learner progress, constructive feedback to how PST identified student strengths and weaknesses and how PST identified future opportunities for improvement.*

Professional Engagement as an Educator		Satisfactory		
		Graduate	Developing towards Graduate	Below Graduate
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1			

Constructive feedback to support PST to **plan** *for their Final Year Placement, including how PST has participated/engaged with school staff in a range of activities and programs and modelled responsible and ethical use of digital literacy to support a safe online environment for students.*

Overall feedback to support PST to **plan** for their Final Year Placement to **meet** Graduate Level.

Professional Experience Overall Result			Requirements	
Developing Towards Graduate Level		**Below Graduate Level**	Completed arranged placement days as per confirmation	
			Completed and discussed professional portfolio recommendations	
Means PST is ready to proceed to Final Professional Experience (Met all Descriptors at minimum of Developing)		**Means PST is not yet ready to proceed to Final Professional Experience stage due to having 1 or more Below Graduate Level Descriptors Ticked**	Minimum of 'Developing Adequately' in **all** descriptors	

Preservice Teacher's name		**Signature** **Date**	
Supervising Teacher's name		**Signature** **Date**	
Site coordinator's name		**Signature** **Date**	