College of Arts, Society & Education

BACHELOR OF EDUCATION

AF2702 Primary

AF2702 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 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 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	**Awareness** of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and **engagement** at this level SUCCESSFUL DEMONSTRATION OF ENGAGEMENT ➢ 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			

Preservice Teachers focus on developing their decision-making processes in planning, teaching, managing, giving feedback and collegial relationships. By the end of second year, the Preservice Teacher demonstrates a developing understanding and application of the Australian Curriculum and the Australian Professional Standards for Teachers at Engagement level (QCT Assessing APST Evidence Guide).		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Planning effectively Intended plan				
Demonstrates a developing knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	☐	☐	☐
Demonstrates developing knowledge of teaching strategies responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	☐	☐	☐
Demonstrates a developing 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	☐	☐	☐
Demonstrates a developing ability to organise content into a learning and teaching sequence.	APST 2.2	☐	☐	☐
Developing the ability to access information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly.	APST 2.3	☐	☐	☐
Developing professional dialogue about lesson content and structure evidencing teacher knowledge, understanding and/or teaching strategies to support student literacy and numeracy achievement.	APST 2.5	☐	☐	☐
Developing the ability to plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	☐	☐	☐

*Constructive feedback to how the Preservice Teacher can progress their development and **plan** for their **next phase of placement** requiring a higher level of independence. How are they demonstrating understanding of the impact the diverse needs have upon student engagement in/for learning? Are they beginning to exhibit evidence of responding to student differences with appropriate differentiation in accordance with the need? How did they reflect upon their observations to make planning decisions?*

		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Teaching effectively Enacted plan				
Developing knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching reading.	APST 2.1	☐	☐	☐
Including a basic range of subject-specific teaching (reading)strategies.	APST 3.3	☐	☐	☐
Developing knowledge of a range of resources, including digital literacies, that engage students in their learning.	APST 3.4	☐	☐	☐
Seeks and applies constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	☐	☐	☐

Constructive feedback on how the Preservice Teacher can progress their development and plan for their next phase of placement, requiring a higher level of independence. Mindful, the PST will use this Placement to create context for their coursework, engaging with curriculum content and documents as they develop an awareness of the role of curriculum in lesson planning. Is the PST receiving constructive feedback in a positive and professional manner?

Managing effectively Learning environment plan				
Trials and reflects upon the implementation of positive behaviour learning.	APST 4.2	☐	☐	☐

*Constructive feedback to how the Preservice Teacher can progress their development and **plan** for their **next phase of placement** requiring a higher level of independence. Is the PST beginning to develop proactive practices that have an impact on learning, well-being and behaviour? To what extent is the PST planning in ways that encourage positive learning behaviours? On balance, is the PST engaged in planning for positive behaviour or are they more frequently responding to interfering behaviours (not including challenging Tier 2 or Tier 3 behaviours)? As a follow on, where PST did encounter Tier 2/3 behaviours, did they respond in accordance with school-based classroom management policies?*

		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Recording of learning Assessed learning				
Developing simple methods to monitor student learning.	APST 5.1	☐	☐	☐
Developing awareness of the purpose of providing timely and appropriate feedback students about their learning.	APST 5.2	☐	☐	☐

*Constructive feedback to how the Preservice Teacher can progress their development and **plan** for their **next phase of placement** requiring a higher level of independence.*

Professional Experience Overall Result			Requirements	
Satisfactory		**Unsatisfactory**	Completed 10 Days	☐
☐		☐	Completed and Discussed professional portfolio recommendations	☐
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**	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**	