

## ED3197 Professional Experience Report

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports be returned **ONLY** by Site Coordinators. The Digital Report must be submitted to the Student Placement Team via email at [placements@jcu.edu.au](mailto:placements@jcu.edu.au). The Report is due within 5 days of Placement completion to support Preservice Teachers' 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	Prep <input type="checkbox"/>	Year 1 <input type="checkbox"/>	Year 2 <input type="checkbox"/>	Year 3 <input type="checkbox"/>	Year 4 <input type="checkbox"/>	Year 5 <input type="checkbox"/>	Year 6 <input type="checkbox"/>	Specialisation	
Well developed	<b>Consistent</b> evidence of knowledge, practice and engagement that demonstrates the APST descriptors at the Graduate Career Stage								
Developing adequately towards the graduate level	<p><b>Awareness</b> of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and <b>engagement</b> at this level</p> <p style="text-align: center;"><b>SUCCESSFUL DEMONSTRATION OF HIGH ENGAGEMENT LEVEL</b></p> <ul style="list-style-type: none"> <li>➤ with <b>minimal advice</b> and support, is able to link/design/source ...</li> <li>➤ is <b>predominately</b> able to ...</li> <li>➤ is aware of, understands and <b>attempts to apply</b> ...</li> <li>➤ requires occasional <b>prompts</b> to seek and reflect ...</li> <li>➤ has <b>strong capacity</b> ...</li> <li>➤ is prepared to <b>with guidance</b> ...</li> <li>➤ <b>often</b> initiates ...</li> </ul>								
Not developing adequately	<b>Little or no evidence</b> of knowledge, practice and <b>engagement of awareness</b> that meet the descriptor at the APST Graduate Career Stage								

		Satisfactory		Not Developing
		Well Developed	Developing Adequately	
<b>Planning effectively</b>				
<b>Applies</b> understanding of students' individual characteristics and developmental needs by implementing appropriate modifications, demonstrating awareness that these factors influence learning and engagement.	<b>APST 1.1</b>			
<b>Demonstrates</b> understanding of retrieval practices by designing and implementing learning activities that incorporate retrieval strategies to improve memory retention and promote deeper processing of content for mastery.	<b>APST 1.2</b>			
<b>Implements</b> inclusive teaching strategies, accommodations, and resources that acknowledge and reflect students' diverse backgrounds.	<b>APST 1.3</b>			
<b>Uses</b> profile data to make decisions to differentiate learning experiences for individuals and groups, and records modifications in planning to meet the needs.	<b>APST 1.5</b>			
<b>Designs</b> a structured learning and teaching sequence that aligns with curriculum requirements and ensures coherence with summative assessment tasks to measure achievement of intended learning outcomes.	<b>APST 2.2</b>			
<b>Uses</b> relevant curriculum, assessment, and reporting knowledge to backward map an intended sequence of lessons, building progressively toward mastery of the outcomes.	<b>APST 2.3</b>			
<b>Uses</b> explicit teaching and/or modelling of literacy or numeracy skills that are subject-specific.	<b>APST 2.5</b>			
<b>Sets</b> differentiated learning goals that reflect varying student abilities.	<b>APST 3.1</b>			
<b>Designs</b> a lesson sequence that incorporates a range of teaching and learning strategies that reflect appropriate content and pedagogical content knowledge, and effective sequencing.	<b>APST 3.2</b>			
<i>Constructive feedback to support PST to plan for their Final Suite of Placements to meet the Graduate level. Focus areas to support PST in collecting fit-for-purpose data to gauge learners' needs and readiness for learning and to inform differentiated planning to meet the needs of diverse learners.</i>				

Teaching effectively				
		Well Developed	Developing Adequately	Not Developing
<b>Independently</b> plans lessons that accurately incorporate knowledge of central subject matter concepts by sequencing content into manageable steps to support student understanding and mastery.	<b>APST 2.1</b>			
<b>Implements</b> a variety of strategies appropriate to the content being taught and/or the skills being developed.	<b>APST 3.3</b>			
<b>Uses</b> student assessment data and lesson reflections to inform future planning.	<b>APST 3.6</b>			
<b>Describes</b> how cultural identity influences students' sense of belonging and engagement in classroom activities and the role of language in shaping communication styles and learning experiences for Aboriginal and Torres Strait Islander students.	<b>APST 1.4</b>			
<p><i>Constructive feedback should support the Preservice Teacher (PST) in <b>planning</b> for their Final Suite of Placements to demonstrate achievement at the Graduate level. It should include how they have sought or applied feedback to improve teaching practices. Focus areas should guide the PST in implementing differentiated instruction and using an appropriate range of teaching strategies. Additionally, comments should address the PST's development and application of content knowledge to ensure accurate and effective learning experiences for students.</i></p>				

Managing effectively				
		Well Developed	Developing Adequately	Not Developing
<b>Enacts</b> active participation methods that accommodate diverse learning needs, including verbal, written, and digital responses, ensuring that every student has an opportunity to engage meaningfully.	<b>APST 4.1</b>			
<b>Uses</b> clear instructions, established rules and expectations and organised routines to prevent inappropriate behaviours and/or disengagement.	<b>APST 4.2</b>			
<b>Identifies and discusses</b> a range of practical approaches to manage challenging behaviours.	<b>APST 4.3</b>			
<i>Constructive feedback to support PST to <b>plan</b> for their Final Suite of Placements to meet the Graduate level. Focus areas that will support PST planning for a safe environment that provides students the opportunity to achieve learning goals by utilising Tier 1 Universal support strategies and micro-skills for classroom management and Tier 3 support for challenging behaviours.</i>				
Assessing				
<b>Uses</b> and provides justification for different assessment approaches to assess student learning.	<b>APST 5.1</b>			
<b>Uses</b> feedback to correct misconceptions and extends students' progress toward the desired learning goal.	<b>APST 5.2</b>			
<b>Describes</b> moderation processes and explains how they contribute to consistent and comparable assessment outcomes.	<b>APST 5.3</b>			
<b>Uses</b> planned questions/activities that allow for a check of student understanding in order to respond to their learning needs.	<b>APST 5.4</b>			
<b>Discusses</b> student achievement with the supervising teacher and becomes familiar with the school's reporting procedures and policies.	<b>APST 5.5</b>			

Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet the Graduate level. Focus areas that will support the PST plan and implement strategies to monitor learning progress, interpret assessment data, and use this information to inform teaching. Feedback should also guide the PST in applying a range of assessment approaches to support student achievement and in communicating progress effectively.

### Professional Conduct

<b>Integrates</b> some effective practices and school policies to support students' safe, responsible, and ethical use of ICT.	<b>APST 4.5</b>			
<b>Uses</b> feedback to reflect on learning impact and identifies strengths and weaknesses to implement strategies that support learner progression.	<b>APST 6.3</b>			
<b>Follows</b> school confidentiality protocols for recording and reporting student information.	<b>APST 7.3</b>			

Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet the Graduate level. Focus areas to support PST in developing a commitment to Professional Engagement through self-reflection on their own professional knowledge, practice, and engagement.

Professional Experience Overall Result		Requirements	
<b>Satisfactory</b> <input type="checkbox"/>		<b>Unsatisfactory</b> <input type="checkbox"/>	Completed 15 Days
Is <b>ready</b> to proceed to the next stage Met <b>all</b> Descriptors at a <b>minimum of</b> Developing Adequately		Is <b>not yet</b> ready to proceed to the next stage due to having <b>1 or more</b> Not Developing Descriptors ticked	Compiled and discussed Evidence-Based Portfolio
<b>Preservice teacher's name</b>		<b>Signature</b>	
<b>Supervising teacher's name</b>		<b>Signature</b>	
<b>Site coordinator's name</b>		<b>Signature</b>	