

## Professional Experience QPERF Report

Meeting 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 Placements Team by emailing [placements@jcu.edu.au](mailto:placements@jcu.edu.au) The Report is due within **5 days** of placement completion to support Graduate Student Teacher's subject progression.

**Please cc GST in the email so they may retain a copy of the Report for their Portfolio and future employment opportunities**

<b>JCU Graduate Student Teacher:</b>		<b>JCU Student ID:</b>	
<b>Partnership School:</b>			
<b>SBTE/s: Names</b>	<b>Teaching Area 1</b>	<b>Teaching Area 2</b>	
<b>To Meet Accreditation</b>			
<b>GST is required to have a spread of subjects in both teaching areas in both Junior &amp; Senior Curriculum</b>			
<b>Teaching Area 1:</b>		<b>Teaching Area 2:</b>	
<b>Year Level</b>	<b>Subject</b>	<b>Year Level</b>	<b>Subject</b>

**Office Use Only - Met MTL Program Accreditation Requirements regarding teaching areas**

**The following requirements are to be completed as outlined in the Professional Experience Handbook**

	GST compiles and discusses the annotated <b>Evidence-Based Portfolio</b> with SBTE throughout the placement
	Attended <b>1 day</b> of Placement for Labour Day Public Holiday in the <b>week prior to beginning</b> Placement
	Completed the required number of consecutive Professional Experience days (ED5979 -25 days)
	<b>Met Graduate Level</b> with a Minimum of 'G' (Graduate Level) in <b>ALL</b> descriptors against the Report
	<b>Did Not Meet</b> Graduate Level
All sections and fields of the QPERF Report are completed	If supervised by more than one Site-Based Teacher, <b>ONLY</b> one Report per placement is required— moderated amongst the Site-Based Teacher Educators.



Supervising teachers are not required to provide an overall assessment score for the Preservice Teacher; this is determined by higher education institutions as part of their assessment processes.

APST Graduate Career Stage descriptors have been grouped to assist the supervising Teacher's observation and assessment of professional experience. All sections are weighted evenly. Some descriptors are dependent on context so may not be assessable for all Preservice Teachers during the final summative professional experience. A single piece of evidence may address multiple descriptors, including those in several sections of this Form.

Higher education institutions are encouraged to use this document as a basis for non-summative professional experience reporting templates used at earlier professional experience placements.

Assessment ratings	
Exceeding graduate level (E)	Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career Stage.
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.

## Final professional experience recommendations

**This page is to be completed by the Graduate Student Teacher & confirmed by SBTE**

Preservice Teacher's name			
Dates	<b>(Full duration of professional experience):</b> From _____ to _____		
School name and address			
Number of days (Including pre-placement days)			
School Context (where applicable) To complete this section Please refer to: www.schoolsdirectory.eq.edu.au	<input type="checkbox"/> Metropolitan	<input type="checkbox"/> Provincial	<input type="checkbox"/> Rural
	<input type="checkbox"/> Remote	<input type="checkbox"/> Low socio-economic community	<input type="checkbox"/> Indigenous community
	<input type="checkbox"/> Other (Please indicate): .....		
Learning phase	Early childhood	Primary	Junior secondary Senior secondary
Curriculum Specialisation Teaching Area 1 & 2			
Class size Number of students in professional experience class	Class 1 & 2	Class 3 & 4	Other Classes & Nos
Classroom context <b>If you have students in your assigned classes</b>	<input type="checkbox"/> Students with a disability	<input type="checkbox"/> Indigenous students	<input type="checkbox"/> Culturally and linguistically diverse students
Examples of Disability / Special Need	ADHD, Autism (ASD) – neurodevelopmental disorders, Hearing impairment, Intellectual disability (limitations in intellectual and functioning and adaptive behaviour, Learning disability or difficulty (dyslexia, dyspraxia, dysgraphia, dyscalculia), Physical impairment, Social emotional and mental health needs, Speech and Language impairment (speech disorders, language delay, language disorders, Vision impairment		

### Summary of prior experience

Strengths identified in your previous teaching professional experience/s	
Teaching professional experience/s you have completed in a rural and remote locations	
Teaching professional experience/s you have completed with Aboriginal groups or Torres Strait Islander communities	
Teaching professional experience/s you have completed with students with a disability	

## Section 1: Planning effectively — preparation for teaching

### Examples of evidence

Artefacts that have been modified by the Preservice Teacher to suit the needs of the class such as:

- unit/lesson plans and resources
- school and system documents.

Documented feedback and evaluation of planning that reflects:

- curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies
- the Preservice Teacher's written reflection

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)	Fail		Satisfactory	
	B	D	G	E
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. <b>APST 1.1</b>				
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. <b>APST 1.3</b>				
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. <b>APST 1.5</b>				
Organise content into an effective learning and teaching sequence. <b>APST 2.2</b>				
Use curriculum, assessment and reporting knowledge to design learning sequences and lessons plans. <b>APST 2.3</b>				
Know and understand literacy and numeracy teaching strategies and their application in teaching areas. <b>APST 2.5</b>				
Set learning goals that provide achievable challenges for students of varying abilities and characteristics. <b>APST 3.1</b>				
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. <b>APST 3.2</b>				
<b>Please leave blank if unable to assess in the school context (if you have 1 or more students diagnosed with a disability within the class context, as per page 43, this Standard is assessable)</b> Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. <b>APST 1.6</b>				

Please provide comments about knowledge, practice and engagement of the Preservice Teacher in relation to this section.

Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

## Section 2: Teaching effectively – enactment of teaching

### Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A supervising teacher's observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The Preservice Teacher's reflections and application of supervising teacher feedback

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)	Fail		Satisfactory	
	B	D	G	E
Demonstrate knowledge and understanding of the concepts, substance and structure of the context and teaching strategies of the teaching area. <b>APST 2.1</b>				
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. <b>APST 2.6</b>				
Include a range of teaching strategies. <b>APST 3.3</b>				
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. <b>APST 3.4</b>				
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. <b>APST 3.5</b>				
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. <b>APST 3.6</b>				
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. <b>APST 6.3</b>				
<b>Please leave blank if unable to assess in the school context (1 or more students identify as Aboriginal and Torres Strait Islander as per page 43, this Standard is assessable)</b> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. <b>APST 1.4</b>				
<b>Please leave blank if unable to assess in the school context (1 or more students identify as Aboriginal and Torres Strait Islander as per page 43, this Standard is assessable)</b> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. <b>APST 2.4</b>				
<b>Please leave blank if unable to assess in the school context</b> Describe a broad range of strategies for involving parents/carers in the educative process. <b>APST 3.7</b>				

Please provide comments about the knowledge, practice and engagement of Preservice teachers in relation to this section.

Comments are required if 'Developing Towards Graduate Level' or 'Below Graduate Level' has been identified for any of the descriptors.

## Section 3: Managing effectively — create safe and supportive learning environments

### Examples of evidence

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plans, and individual student behaviour plans.
- A supervising teacher's observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections and records of professional conversations.
- The Preservice Teacher's written reflections and application of supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)	Fail		Satisfactory	
	B	D	G	E
Identify strategies to support inclusive student participation and engagement in classroom activities. <b>APST 4.1</b>				
Demonstrate the capacity to organise classroom activities and provide clear directions. <b>APST 4.2</b>				
Demonstrate knowledge of practical approaches to manage challenging behaviour. <b>APST 4.3</b>				

Please provide comments about the knowledge, practice and engagement of Preservice teachers in relation to this section.  
Comments are required if 'Developing Towards Graduate Level' or 'Below Graduate Level' has been identified for any of the descriptors.

## Section 4: Assessing and recording learning

### Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, guides to making judgements, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans.
- A supervising teacher's observation notes including comments on formal and informal feedback, questioning techniques and assessment.
- The Preservice Teacher's written reflections and application of supervising teacher feedback.
- Data gathering tools such as checklists developed or adapted by Preservice Teacher.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)	Fail		Satisfactory	
	B	D	G	E
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. <b>APST 5.1</b>				
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. <b>APST 5.2</b>				
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. <b>APST 5.3</b>				
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. <b>APST 5.4</b>				
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. <b>APST 5.5</b>				

Please provide comments about the knowledge, practice and engagement of Preservice teachers in relation to this section. Comments are required if 'Developing Towards Graduate Level' or 'Below Graduate Level' has been identified for any of the descriptors.

## Section 5: Professional conduct

### Examples of evidence

- Artefacts such as annotated school and system policies and procedures, and communication with parents/carers.
- A supervising teacher's observations including comments on understanding and adherence to legislative requirements.
- Documentation of participation in school activities including duties, staff meetings and professional development.
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff and external professionals.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)	Fail		Satisfactory	
	B	D	G	E
Describe strategies that support students' well-being and safety working within School and/or system, curriculum and legislative requirements. <b>APST 4.4</b>				
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. <b>APST 4.5</b>				
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. <b>APST 7.1</b>				
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. <b>APST 7.2</b>				
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. <b>APST 7.4</b>				
<b>Please leave blank if unable to assess in the school context</b> Understand strategies for working effectively, sensitively and confidentially with parents/carers. <b>APST 7.3</b>				

Please provide comments about the knowledge, practice and engagement of Preservice teachers in relation to this section.

Comments are required if 'Developing Towards Graduate Level' or 'Below Graduate Level' has been identified for any of the descriptors.

## Section 6: Excluded descriptors

All descriptors can be assessed in a professional experience setting; however to focus the final professional experience the following four descriptors will be assessed in coursework and do not require assessment in the final professional experience.

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	APST 1.2
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in Identifying professional learning needs.	APST 6.1
Understand the relevant and appropriate sources of professional learning for teachers.	APST 6.2
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	APST 6.4

## Section 7: Overall comments

Please use this space to describe the Preservice Teacher's overall strengths and areas for development.

## Section 8: Moderation

Please identify who has moderated the assessment of the Preservice Teacher.

Moderation may be completed through classroom visit/s or as a panel discussing the evidence and awareness demonstrated by the Preservice Teacher.

Site Coordinator		Name
		Signature
Final Check of the Official QPERF Document before returning to JCU		Date
	<b>All Sections and fields of the QPERF Report are completed by GST &amp; SBTE</b>	
	Please cc GST in the email so they may retain a copy of the Report for their Portfolio and future employment opportunities	Confirmed
Higher education institution (HEI) representative's name	Trisha Telford	<b>Digitally Signed by Professional Experience Academic Coordinator ONCE submitted to JCU</b>
Name of HEI representative who conducted school visits	<b>Record the name of the assigned Academic Liaison and the date of their visit/moderation meeting</b>	
Other moderator name and position if applicable		Signature
		Date

## Section 9: Signatures

Each of the **signatories must retain a copy of this report for their records.**

The Preservice Teacher's signature indicates they have sighted this completed report.

Preservice Teacher's name		Signature
		Date
Supervising Teacher's name		Signature
		Date
Other supervising Teacher's name		Signature
		Date