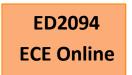


College of Arts, Society & Education BACHELOR OF EDUCATION



ED2094 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.

	T	T				
Preservice		Student Id:				
Teacher:						
JCU Partnership						
School						
SBTE:		Year Level	Specialisation			
Well	Consistent evidence of knowledge, practice and engagement that demonstrate the APST					
developed	descriptors at the Graduate Career Stage					
	Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in					
	knowledge, practice and engagement at this level					
Developing	SUCCESSFUL DEMONSTRATION OF ENGAGEMENT					
adequately	With some advice and support is able to link/design/sourceIs usually able to					
towards						
graduate						
level						
	> Has some capacity					
	> Is often prepared to					
	> Initiate some					
Not						
developing	Little or no evidence of knowledge, practice and	d engagement of aw	rareness that meet thedescriptor at the			
adequately	APST Graduate Career Stage					

Preservice Teachers focus on developing their decision-making processes in planning,		Satisfactory	Unsatisfactory
teaching, managing, giving feedback and collegial relationships. By the end of the 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).			Not Developing
Planning effectively - Intended plan			
Demonstrates a developing knowledge and understanding of physical, social	APST		
and intellectual development and characteristics of students and how these may affect learning.	1.1		
Demonstrates developing knowledge of teaching strategies that are	APST		
responsive to the learning strengths and needs of students from diverse	1.3		
linguistic, cultural, religious and socioeconomic backgrounds.			
Demonstrates a developing knowledge and understanding of strategies for	APST		
differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1.5		
Demonstrates a developing ability to organise content into a learning and	APST		
teaching sequence.	2.2		
Developing the ability to access information about curriculum documents and	APST		
other resources and designs learning sequences and lesson plans accordingly.	2.3		
Developing professional dialogue about lesson content and structure	APST		
evidencing teacher knowledge, understanding and/or teaching strategies to	2.5		
support student literacy and numeracy achievement.			
Developing the ability to plan lesson sequences using knowledge of student	APST		
learning, content and effective teaching strategies.	3.2		
Constructive feedback to support BSTs in planning their next phase of Placeme	nt to huild	unon anactina	the teaching

Constructive feedback to support PSTs in planning their **next phase** of Placement to build upon enacting the teaching and learning cycle. Consider how the PST explored classroom management to support and foster engagement and achievement. How did the PST consider the learner to plan to learn? How did they reflect upon their observations to make planning decisions?

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

Constructive feedback on how the Preservice Teacher can progress their development and plan for the next phase of their placement, which requires a higher level of independence. Mindful, the PST will use this Placement to create context for their coursework, where they engage with both their teaching areas, focusing on pedagogical content knowledge and engagement with curriculum documents. 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 on how the Preservice Teacher can progress in their development and plan for the next phase of placement, which requires 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 (excluding challenging Tier 2 or Tier 3 behaviours)? As a follow-up, when PST encountered Tier 2/3 behaviours, did they respond in accordance with school-based classroom management policies?

					Satisfactory	Unsatisfactory
					Developing Adequately	Not Developing
Recording of learning - Asses	sed lear	ning				
Developing capacity to use st	udent w	ork or observations to n	nonitor student	APST		
learning.				5.1		
Developing awareness of the			d appropriate	APST		
feedback to students about t		· · · · · · · · · · · · · · · · · · ·	caracs in their day	5.2	and plan for th	ho novt
Constructive feedback on ho phase of placement, which re		·	•	eiopment	ana pian jor ti	те пехі
Professional E	Professional Experience Overall Result Require			Require	ements	
Satisfactory		Unsatisfactory Completed 10		Days		
		Completed and D profession portfolio recommo		al		
Means PST is ready to		Means PST is not ye	ed to Minimum o			
proceed to next Professional Experience stage		ready to proceed to			of	
(Met all Descriptors at eithe Well Developed or Developi	er	next Professional Experience stage due having 1 or more No Developing Descriptors Ticked	t	'Developing Adequately' in all descriptors		
Preservice Teacher's			Signature &			
name			Date			
Supervising Teacher's name			Signature & Date			
Site Coordinator's name			Signature &			

Date