

ED2097 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 Centre:			
SBTE:		QCT Registration:	
ECE 3-5 Years	Room Groupings:		
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage		
Developing adequately towards graduate level	<p>Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level</p> <p style="text-align: center;">SUCCESSFUL DEMONSTRATION OF ENGAGEMENT</p> <ul style="list-style-type: none"> ➤ 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, the Early Years Framework and the Australian Professional Standards for Teachers at Engagement level (QCT Assessing APST Evidence Guide).		Satisfactory	Unsatisfactory
		Developing Adequately	Not Developing
Planning effectively – understanding children			
Demonstrates a developing knowledge of the characteristics and experiences of young learners.	APST 1.1		
Demonstrates a developing ability to initiate and extend play-based experiences into a learning and teaching sequence.	APST 2.2		
Developing the ability to access information about curriculum documents and other resources and design learning sequences.	APST 2.3		
Developing the ability to plan and implement play-based learning sequences that engage learning and promote learning.	APST 3.2		
<i>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.?</i>			

		Satisfactory	Unsatisfactory
		Developing Adequately	Not Developing
Teaching effectively – engaging learners			
Developing knowledge and understanding of the concepts and teaching strategies to develop engaging play-based learning experiences.	APST 2.1		
Includes a basic range of age-appropriate approaches and scaffolded intentional teaching practices.	APST 3.3		
Seeks and applies constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3		
<i>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. Mindful, the PST will use this Placement to create context for their coursework where they triangulate theory, policy and the practice of play-based pedagogy.</i>			
Managing effectively – creating a safe social environment			
Trials and reflects upon the implementation of positive behaviour learning and self-regulation.	APST 4.2		
Developing capability of incorporating practical age-appropriate approaches to manage challenging behaviour.	APST 4.3		
<i>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.</i>			

		Satisfactory	Unsatisfactory
		Developing Adequately	Not Developing
Recording of learning - reflecting on decision-making			
Developing simple methods to monitor children's learning and development.	APST 5.1		
Developing practice to discuss child assessment and implications for future teaching and learning plans.	APST 5.3		
<i>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.</i>			
Professional Conduct – engaging in professional and reflective dialogue			
Seeks opportunity for professional learning through discussions with staff or regional coaches.	APST 6.2		
Developing an awareness of the implications of, and compliance with relevant legislative, administrative, organisational and professional requirements policies and process.	APST 7.2		
<i>Constructive feedback to support PST to plan for their next phase of Placement to build upon enacting the teaching and learning cycle and using evidence of children's learning and development to inform practice. How is the PST acting appropriately according to school/system organisational policies and processes?</i>			

Professional Experience Overall Result			Requirements	
Satisfactory		Unsatisfactory	Completed 10 Days	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	Completed and Discussed professional portfolio recommendations	<input type="checkbox"/>
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.	<input type="checkbox"/>

Preservice Teacher's name		Signature Date	
Supervising Teacher's name		Signature Date	
Teacher Registration:			
Site Coordinator's name		Signature Date	