

## Professional Experience A Formative Report

Professional Experience A  
Formative - Developing Towards 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 Placement Team by emailing [placements@jcu.edu.au](mailto: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 email so they may retain a copy of the Report for their Portfolio**

JCU Preservice Teacher:		JCU Student ID:	
Partnership School:			
SBTE/s: - including specialisation SBTE			
Primary:	Year Levels:	Specialisation:	

### Formative Assessment ratings

Developing towards graduate level (D)	<b>Awareness</b> of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level
Below graduate level (B)	<b>Little or no evidence</b> of knowledge, practice and engagement or awareness that meet the descriptors at the APST Graduate Career Stage.

The following activities were completed as outlined in the Professional Experience Handbook:

	PST Presented and Discussed Professional Experience <b>Portfolio</b> with SBTE <b>throughout</b> the placement
	Minimum of 'D' (Developing Towards Graduate Level) in <b>ALL</b> descriptors against the Report
	Completed the required number of consecutive Professional Experience days (as per the confirmation) – <b>including</b> the minimum 1-day Student Free/Professional Development Day
If supervised by two Site-Based Teacher Educators (including the Specialisation SBTE e.g. HPE) <b>ONLY</b> one Report per placement is required— moderated between Site-Based Teacher Educators.	



Planning using data and evidence – collecting data to gauge learner needs and readiness for learning		Satisfactory	Fail
		Developing towards Graduate	Below Graduate
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1		
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3		
Demonstrate knowledge and understanding of strategies for differentiated teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5		
Organise content into an effective learning and teaching sequence.	APST 2.2		
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3		
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5		
Set learning goals that provide achievable challenges for students and young people of varying abilities and characteristics.	APST 3.1		
Plan lesson sequences using knowledge of students' learning, content and effective teaching strategies.	APST 3.2		
<p><i>Providing the PST with written constructive feedback will support PST to <b>plan</b> for their final year placement to meet Graduate Level, including how they are using learner assessment data to inform and modify instruction both in the moment and across the sequence of teaching learning and assessment.</i></p>			



Differentiated Delivery Instruction		Satisfactory	Fail
		Developing towards Graduate	Below Graduate
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1		
Implement a range of teaching strategies and appropriate resources, including digital literacies that engage students in learning.	APST 3.3		
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3		
<i>Providing the PST with written constructive feedback will support PST to <b>plan</b> for their final year placement to meet Graduate Level, including how they are using learner assessment data to inform and modify instruction both in the moment and across the sequence of teaching learning and assessment.</i>			
Planning for Safe and Supportive Learning Environments Supporting Student Wellbeing		Satisfactory	Fail
		Developing towards Graduate	Below Graduate
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1		
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2		
<i>Providing the PST with written constructive feedback will support PST to <b>plan</b> for their final year placement, including how the PST is developing approaches and strategies to teach and engage students to exhibit positive learning behaviours. How has the PST shared their understanding of the situations that trigger challenging behaviours? Has the PST demonstrated familiarity with school policy and procedures for managing challenging behaviours?</i>			



Assessment of Learning Progress		Satisfactory	Fail
		Developing towards Graduate	Below Graduate
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1		
Demonstrate the capacity to interpret student assessment data to evaluate their learning and modify teaching practice.	APST 5.4		
<p><i>Providing the PST with written constructive feedback will support PST to <b>plan</b> for their final year placement, including how they assessed learner progress during a lesson/s and how they provided learners with feedback to support learning progression. Through the PST's collated summary of learner progress, constructive feedback to how PST identified student strengths and weaknesses and how PST identified future opportunities for improvement.</i></p>			
Professional Engagement as an Educator		Satisfactory	Fail
		Developing towards graduate	Below Graduate
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1		
<p><i>Providing the PST with written constructive feedback will support PST to <b>plan</b> for their final year placement, including how PST has participated/engaged with school staff in a range of activities and programs and modelled responsible and ethical use of digital literacy to support a safe online environment for students.</i></p>			



Overall feedback to support PST to **plan** for their Final Year Placement to **meet** Graduate Level.

Professional Experience Overall Result			All Requirements must be <b>ticked</b> to pass the Placement	
<b>Developing Towards Graduate Level</b>		<b>Below Graduate Level</b>	Completed arranged placement 15 days	
This means PST is eligible to proceed to Final Professional Experience (Met <b>ALL</b> Descriptors at <b>minimum</b> of Developing)		This means PST is <b>not</b> ready to proceed to Final Professional Experience stage due to having <b>1 or more</b> Below Graduate Level Descriptors Ticked	PST <b>completed</b> the QPERF Portfolio	
			All sections of the Formative Report are completed	
			Minimum of 'Developing Adequately' in <b>ALL</b> descriptors	

<b>Preservice Teacher's name</b>		<b>Signature</b>	
		<b>Date</b>	
<b>Supervising Teacher's name</b>		<b>Signature</b>	
		<b>Date</b>	
<b>Specialisation Teacher's name</b>		<b>Signature</b>	
		<b>Date</b>	
<b>Site coordinator's name</b>		<b>Signature</b>	
		<b>Date</b>	