

ED1421 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 are to be submitted to the Student Placements Team by emailing placements@jcu.edu.au. The Report is due within **5** days of Placement completion to support the 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 School			
SBTE		Year Level	
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage		
Developing adequately towards graduate level	Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level <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/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		

To be a successful placement - A minimum of 'Developing Adequately' in all descriptors			
At this stage of learning, Preservice Teachers are introduced to the APST. The practicum focuses on Preservice Teachers' perspectives of learners and how their perspectives can shape their practices. Literacy as a general capability is a focus in this phase. Evidence of PST's emerging development of the following can be gained through the observation of the PST's practice and engagement in the detailed Learning Tasks, the professional and reflective dialogue and the suggested Portfolio artefacts.		Satisfactory	Un satisfactory
		Developing Awareness	Not Developing
Planning effectively - Preparation for teaching			
Seeks knowledge and discusses observations of students' specific physical, social and intellectual learning needs that may affect learning	APST 1.1		
Discusses observations and expresses awareness of the need to differentiate teaching strategies based on student diversity of teaching strategies responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3		
Observes and notes strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5		
Observes and notes strategies for teaching literacy and their application in teaching areas.	APST 2.5		
Teaching effectively - Enactment of teaching			
Observes and notes a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5		
Managing effectively - Development of a safe and supportive learning environment			
Observes and records strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1		
Observes and records strategies for classroom organisation using clear directions.	APST 4.2		
Assessing and Recording - Provision of feedback to support learning			
Demonstrates awareness of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2		
Professional Conduct - Knowledge of professional boundaries			
Understands and applies the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1		
Overall comments regarding the PST's practices that demonstrated engagement with the focus APSTs during the placement.			

Professional Experience Result			Requirements	
Satisfactory		Unsatisfactory	Completed 5 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		Means PST is not yet ready to proceed to next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked	Experienced observation opportunity with specialisation subject	<input type="checkbox"/>
			Minimum of 'Developing Adequately' in all descriptors.	<input type="checkbox"/>
Preservice Teacher's name		Signature	Date	
Supervising Teacher's name		Signature	Date	
Site Coordinator's name		Signature	Date	