College of Arts, Society & Education
BACHELOR OF EDUCATION

ED3197 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 Report to be submitted to the Work Integrated Learning 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		**Specialisation**	
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 SUCCESSFUL DEMONSTRATION OF HIGH ENGAGEMENT LEVEL ➢ 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 using a range of data to inform and appraise their practice. By the end of third year, preservice teachers demonstrate the relevant Australian Professional Standards for Teachers at a high Engagement level (QCT Assessing APST Evidence Guide).		Satisfactory			
		Well Developed	Developing Adequately	Not Developing	N/A
Planning effectively					
Demonstrate knowledge and understanding of students' physical, social and intellectual development and characteristics 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	☐	☐	☐	
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	☐	☐	☐	
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	☐	☐	☐	

Constructive feedback to support PST to plan for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST in collecting fit-for-purpose data to gauge learner needs and readiness for learning and inform differentiated planning to meet the needs of diverse learners.

Teaching effectively

		Well Developed	Developing Adequately	Not Developing	N/A
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1	☐	☐	☐	
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	☐	☐	☐	
Include a range of teaching strategies.	APST 3.3	☐	☐	☐	
Demonstrate knowledge of a range of resources, includingICT, that engage students in their learning.	APST 3.4	☐	☐	☐	
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	☐	☐	☐	
Demonstrates and embeds the cross-curriculum priority of exhibiting a broad knowledge and understanding of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres StraitIslander backgrounds.	APST 1.4	☐	☐	☐	☐
Demonstrates and embeds the cross-curriculum priority of exhibiting a broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	☐	☐	☐	☐

*Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level and how they have sought or applied feedback to improve teaching practices. Focus areas that will support PST enact differentiated instruction.*

Managing effectively

		Well Developed	Developing Adequately	Not Developing	
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	☐	☐	☐	

*Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST planning for a safe environment that provides students the opportunity to achieve learning goals by utilising Tier 1 Universal support strategies and micro-skills for classroom management and Tier 3 support for challenging behaviours.*

Assessing

		Well Developed	Developing Adequately	Not Developing	
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	☐	☐	☐	
Demonstrate awareness of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	☐	☐	☐	
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	☐	☐	☐	
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	☐	☐	☐	
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.	APST 5.5	☐	☐	☐	

*Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST plan for monitoring student learning and assessing the learning progress.*

Professional Conduct

		Well Developed	Developing Adequately	Not Developing	
Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	☐	☐	☐	
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.	APST 4.5	☐	☐	☐	
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	☐	☐	☐	
Dependent on Context and Opportunity Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	☐	☐	☐	

*Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST develop the commitment to Professional Engagement in how they self-reflect about aspects of their own professional knowledge, practice and engagement.*

Professional Experience Overall Result			Requirements	
Satisfactory		**Unsatisfactory**	Completed 15 Days	☐
☐		☐	Completed and discussed professional portfolio recommendations	☐
Means PST is ready to proceed to the next Professional Experience stage (Met **all** Descriptors at **either** Well Developed or Developing Adequately)		Means PST is **not** yet ready to proceed to the next Professional Experience stage due to having **1 or more** Not Developing Descriptors Ticked	Experienced observation and/or opportunity with teaching specialisation subject	☐
			Minimum of 'Developing Adequately' in all descriptors.	☐

Preservice teacher's name		**Signature**	
		Date	
Supervising teacher's name		**Signature**	
		Date	
Site coordinator's name		**Signature**	
		Date	