

ED2194 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 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 <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 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).		Satisfactory	Unsatisfactory
		Developing Adequately	Not Developing
Planning effectively - Intended plan			
Demonstrates a developing knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1		
Demonstrates developing 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		
Demonstrates a developing knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5		
Demonstrates a developing ability to organise content into a learning and teaching sequence.	APST 2.2		
Developing the ability to access information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly.	APST 2.3		
Developing professional dialogue about lesson content and structure evidencing teacher knowledge, understanding and/or teaching strategies to support student literacy and numeracy achievement.	APST 2.5		
Developing the ability to plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2		
<p><i>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?</i></p>			

		Satisfactory	Unsatisfactory
		Developing Adequately	Not Developing
Teaching effectively - Enacted plan			
Developing knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1		
Including a basic range of subject-specific teaching strategies.	APST 3.3		
Developing knowledge of a range of resources, including digital literacies, that engage students in their learning.	APST 3.4		
Seeks and applies constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3		
<p><i>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?</i></p>			
Managing effectively - Learning environment plan			
Trials and reflects upon the implementation of positive behaviour learning.	APST 4.2		
<p><i>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?</i></p>			

		Satisfactory	Unsatisfactory
		Developing Adequately	Not Developing
Recording of learning - Assessed learning			
Developing capacity to use student work or observations to monitor student learning.	APST 5.1		
Developing awareness of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2		
<i>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.</i>			
Professional Experience Overall Result		Requirements	
Satisfactory		Unsatisfactory	Completed 10 Days
<input type="checkbox"/>		<input type="checkbox"/>	Completed and Discussed professional portfolio recommendations
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 an observation/engagement opportunity with 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	