

ED1491 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/s			
Year Levels 7 & 12	Year Level	Teaching Areas/Subjects	
Balanced Across Both Teaching Areas			
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	Unsatisfactory
		Developing Awareness	Not Developing
Planning effectively - Preparation for teaching			
Seeks knowledge and discusses observations of children’s 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 child diversity of teaching strategies responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3		
Observes and notes strategies for teaching numeracy and their application in teaching areas.	APST 2.5		
Teaching effectively - Enactment of teaching			
Observes and notes understanding of the Math CRA teaching CRA strategy to support the communication of math ideas	APST 2.1		
Observes and notes the use of manipulates to support learning of content	APST 3.4		
Observes and notes various verbal and non-verbal communication strategies to support child engagement.	APST 3.5		
Managing effectively - Development of a safe and supportive learning environment			
Observes and records strategies to support inclusive participation and engagement in classroom activities.	APST 4.1		
Observes and records strategies for classroom organisation to support children knowing positive learning expectations	APST 4.2		
Assessing and Recording - Provision of feedback to support learning			
Considers the types of evidence required to effectively evaluate student conceptual understanding.	APST 5.4		
Professional Conduct- Development of a community of educators			
Understands the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4		
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 across both teaching areas <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	