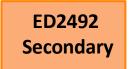


College of Arts, Society & Education BACHELOR OF EDUCATION



ED2492 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 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.

			1		Γ	
Preservice				Student Id:		
Teacher:						
JCU Partnership School:						
SBTE/S						
Year Levels	Year Level Teaching Area/Subject					
7-10						
Both						
Teaching						
Areas						
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage					
-	Awareness of the descriptors at the APST Graduate Career Stage; developing					
	consistency in knowledge, practice and engagement at this level					
Developing	> With some advice and support is able to link/design/source > Is usually able to					
adequately						
towards						
graduate						
level						
ievei	Has some capacity					
	> Is often prepared to					
	Initiate s	ome				
		<u> </u>			•	
Not		ence of knowledge, pract			t awareness that meet	
developing	the descriptor a	t the APST Graduate Car	eer Stage			
adequately						

Preservice Teachers focus on developing their decision-making processes in			Unsatisfactory
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).			Not Developing
Planning effectively - Intended plan			
Demonstrates a developing knowledge and understanding of physical,	APST		
social and intellectual development and characteristics of students and how these may affect learning.	1.1		
Demonstrates developing knowledge of teaching strategies that are	APST		
responsive to the learning strengths and needs of students from diverse	1.3		
linguistic, cultural, religious and socioeconomic backgrounds.			
Demonstrates a developing knowledge and understanding of strategies	APST		
for differentiating teaching to meet the specific learning needs of	1.5		
students across the full range of abilities.			
Demonstrates a developing ability to organise content into a learning	APST		
and teaching sequence.	2.2		
Developing the ability to access information about curriculum	APST		
documents and other resources and designs learning sequences and	2.3		
lesson plans accordingly.			
Developing professional dialogue about lesson content and structure	APST		
evidencing teacher knowledge, understanding and/or teaching	2.5		
strategies to support student literacy and numeracy achievement.			
Developing the ability to plan lesson sequences using knowledge of	APST		
student learning, content and effective teaching strategies.	3.2		

Constructive feedback to support PST to plan for 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?

		Satisfactory	Unsatisfactory
		Developing Adequately	Not Developing
Teaching effectively - Enacted plan			
Developing knowledge and understanding of the concepts, substance	APST		
and structure of the content and teaching strategies for the teaching	2.1		
area.			
Including a basic range of subject-specific teaching strategies.	APST 3.3		
Developing knowledge of a range of resources, including digital	APST		
literacies, that engage students in their learning.	3.4		
Seeks and applies constructive feedback from supervisors and	APST		
teachers to	6.3		
improve teaching practices.			

Constructive feedback on how the Preservice Teacher can progress their development and plan for their next phase of placement, requiring 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?

Managing effectively - Learning environment plan		
Trials and reflects upon the implementation of positive behaviour	APST	
learning.	4.2	

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 (not including 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?

					Satisfactory	Unsatisfactory
					<u>8</u> ≥	8
					Developing Adequately	Not Developing
					elc du	Not elop
)ev Ade	Jev
					_ \	_
Recording of learning - Ass				_		
Developing capacity to use	studen	it work or observation	s to monitor	APST		
student learning.				5.1		
Developing awareness of t	he purp	ose of providing time	ly and	APST		
appropriate feedback to st	udents	about their learning.		5.2		
Constructive feedback on	how the	e Preservice Teacher c	an progress in th	eir devel	opment and p	lan for the
next phase of placement, w	which re	equires a higher level d	of independence			
Professional Conduct - Eth	ical and	responsible conduct				
Demonstrate an understar	nding of	the relevant issues an	d the strategies	APST		
available to support the sa				4.5		
learning and teaching.	, ,			4.5		
Seek to understand strates	gies for v	working effectively, se	ensitively and	APST		
confidentially with parents	carers		•	7.3		
Constructive feedback on I	how the	Preservice Teacher co	n progress in th		nment and n	lan for the
next phase of placement, v					ре р.	u je. ue
These phase of pracement,		iquires a mgmer lever e	y macpenachee			
Professional Ex	(perienc	ce Overall Result	Requirements			
Satisfactory		Unsatisfactory	Com	Completed 10		
,		,			,	
	-	Complete		ed and Discussed		
			Completed and Di			
			professiona portfolio recomme			
Manage BCT to an all to	_			recomme	enuations	
Means PST is ready to		Means PST is not ye	et			
proceed to next		ready to proceed to	O Minimum of 'D		Developing	
Professional Experience		next Professional	Adequately' in all		descriptors.	
stage	Experience stage due			•		
(Met all Descriptors at eith						
Well Developed or	Well Developed or Not Developing					
Developing		Descriptors Ticked	d l			
		•				
Preservice Teacher's			Signature &			
name			Date			
Sun amiliana Tanahada			Signature			
Supervising Teacher's			&			
name			Date			
Site Coordinator's			Signature &			
name			Date			
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