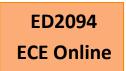


College of Arts, Society & Education BACHELOR OF EDUCATION



ED2094 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 SUCCESSFUL DEMONSTRATION OF ENGAGEMENT 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 descriptor at the APST Graduate Career Stag		f awareness that meet the				

Preservice Teachers focus on developing their decision-making processes in			Satisfactory		
planning, teaching, managing, giving feedback and collegial relationships. By the of second year, the Preservice Teacher demonstrates a developing understand and application of the Australian Curriculum and the Australian Professional Standards for Teachers at Engagement level (QCT Assessing APST Evidence Guident Control of the Australian Professional Standards for Teachers at Engagement level (QCT Assessing APST Evidence Guident Control of the Australian Professional Standards for Teachers at Engagement level (QCT Assessing APST Evidence Guident Control of the Australian Professional Standards for Teachers at Engagement level (QCT Assessing APST Evidence Guident Control of the Australian Professional Standards for Teachers at Engagement Level (QCT Assessing APST Evidence Guident Control of the Australian Professional Standards for Teachers at Engagement Level (QCT Assessing APST Evidence Guident Control of the Australian Professional Standards for Teachers at Engagement Level (QCT Assessing APST Evidence Guident Control of the Australian Professional Standards for Teachers at Engagement Level (QCT Assessing APST Evidence Guident Control of the Australian Professional Standards for Teachers at Engagement Level (QCT Assessing APST Evidence Guident Control of the Australian Professional Standards for Teachers at Engagement Level (QCT Assessing APST Evidence Guident Control of the Austral Office (QCT Assessing APST Evidence Guident Control of the Austral Office (QCT Assessing APST Evidence Guident Control of the Austral Office (QCT Assessing APST Evidence Guident Control of the Austral Office (QCT Assessing APST Evidence Guident Control of the Austral Office (QCT Assessing APST Evidence Control of the Austral Office (QCT Assessing APST Evidence Control of the Austral Office (QCT Assessing APST Evidence Control of the Austral Office (QCT Assessing APST Evidence Control of the Austral Office (QCT Assessing APST Evidence Control of the Austral Office (QCT Assessing APST Evidence Control of the Austral Office (QCT Ass	Well	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 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. Constructive feedback to how the Preservice Teacher can progress their development.	APST 3.2				

Constructive feedback to how the Preservice Teacher can progress their development and **plan** for their **next phase of placement** requiring a higher level of independence. How are they demonstrating understanding of the impact the diverse needs have upon student engagement in/for learning? Are they beginning to exhibit evidence of responding to student differences with appropriate differentiation in accordance with the need? How did they reflect upon their observations to make planning decisions?

	Satis			
		Well Developed	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 reading.	APST 2.1			
Including a basic range of subject-specific teaching (reading)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			

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, engaging with curriculum content and documents as they develop an awareness of the role of curriculum in lesson planning. Is the PST receiving constructive feedback in a positive and professional manner?

Man	aging effectively Learning environment plan			
Trial	s and reflects upon the implementation of positive behaviour learning.	APST 4.2		

Constructive feedback to how the Preservice Teacher can progress their development and **plan** for their **next phase of placement** requiring 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 on, where PST did encounter Tier 2/3 behaviours, did they respond in accordance with school-based classroom management policies?

					Satisfa				
						Well	Developing Adequately	Not Developing	
Recording of learning Ass	sessed learni	ing							
Developing simple method		-	ing.		APST 5.1				
Developing awareness of t students about their learn		of providing tir	nely and approp	riate feedbacl	APST 5.2				
Constructive feedback to	how the Pres	service Teacher	can progress the	eir developme	nt and pl	an for their	next phase	e of	
placement requiring a hig	her level of ii	ndependence.							
Profession	•		erall		Requirements				
	Result								
Satisfactory		Unsc	Unsatisfactory		Completed 10 Days				
			Discu			d and essional endations			
Means PST is ready proceed to next Professional Experience (Met all Descriptors at eit Developed or Develo Adequately)	stage ther Well	ready to p Profession stage due more No	PST is not yet proceed to next nal Experience to having 1 or of Developing ptors Ticked			of 'Developing y' in all descriptors.			
Preservice teacher'sname			Signature Date						
Supervising			Signature						
teacher'sname			Date						
Site coordinator's			Signature						
name			Date						