

# Professional Experience B Final QPERF Report





Supervising teachers are not required to provide an overall assessment score for the preservice teacher; this is determined by higher education institutions as part of their assessment processes.

APST Graduate Career Stage descriptors have been grouped to assist the supervising teacher's observation and assessment



Artefacts that have been modified by the preservice teacher to suit the needs of the class such as:

- unit/lesson plans and resources
- school and system documents.

Documented feedback and evaluation of planning that reflects:

- curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies
- the preservice teacher's written reflections.

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise content into an effective learning and teaching sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know and understand literacy and numeracy teaching strategies and their application in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Section 3: Managing effectively — create safe and supportive learning environments

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plans, and individual student behaviour plans.
- A supervising teacher’s observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections and records of professional conversations.
- The preservice teacher’s written reflections and application of supervising teacher feedback.

Identify strategies to support inclusive student participation and engagement in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organise classroom activities and provide clear directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. Comments are required if ‘Developing Towards Graduate Level’ or ‘Below Graduate Level’ has been identified for any of the descriptors.

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- Artefacts such as annotated school and system policies and procedures, and communication with parents/carers.
- A supervising teacher's observations including comments on understanding and adherence to legislative requirements.

- Documentation of participation in school activities including duties, staff meetings and professional development.
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff and external professionals.





## Section 8: Moderation

Please identify who has moderated the assessment of the preservice teacher.

Moderation may be completed through classroom visit/s or as a panel discussing the evidence and awareness demonstrated by the preservice teacher.

C			/	/
Signed by Professional Experience Academic Coordinator once submitted to JCU			/	/
JCU Academic Liaison - Record the name and date of visit	/	/	/	/
			/	/

## Section 9: Signatures

Each of the signatories must retain a copy of this report for their records.

The preservice teacher's signature indicates they have sighted this completed report.

			/	/
			/	/
			/	/