



## Professional Experience B Final QPERF Report

Professional Experience B  
Meeting Graduate Level

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports be returned ONLY by Site Coordinators Digital Reports to be submitted to the Student Placement Team by emailing [placements@jcu.edu.au](mailto:placements@jcu.edu.au). The Report is due within 5 days of placement completion to support Preservice Teacher subject progression.

Please cc PST in email so they may retain a copy of the Report for Portfolio.

JCU Preservice Teacher		JCU Student ID:	
Partnership School:			
SBTE/s:			
ECE	Year Level:		

The following activities completed, as outlined in the Professional Experience Handbook:

	PST Presented and Discussed Professional Experience QPERF Portfolio with SBTE throughout the placement
	Minimum of 'G' (Graduate level) in ALL descriptors against the QPERF Report
	Completed the required number of consecutive Professional Experience days (ED4490 25 days)
If supervised by two Site-Based Teacher Educators, ONLY one Report per placement is required & moderated between Site-Based Teacher Educators.	

3 SUPERVISING TEACHERS ARE NOT REQUIRED TO PROVIDE AN OVERALL ASSESSMENT  
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

Preservice teacher's name			
Dates	FULL DURATION OF PROFESSIONAL EXPERIENCE From		
School name and address			
Number of days			

## Examples of evidence

- ARTIFACTS THAT HAVE BEEN MODIFIED BY THE MENTOR FOR FEEDBACK AND EVALUATION OF THE NEEDS OF THE CLASS SUCH AS
- unit/lesson plans and resources
  - school and system documents.
  - CURRICULUM CONTENT SEQUENCING SCAFFOLDING AND DIFFERENTIATION AND TEACHING STRATEGIES
  - THE SERVICE TEACHER'S WRITTEN REFLECTIONS

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	<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.	APST 1.3	<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	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORGANISE CONTENT INTO AN EFFECTIVE LEARNING AND TEACHING SEQUENCE	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSESS CURRICULUM ASSESSMENT AND REPORTING KNOWLEDGE	APST 2.3	<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"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Examples of evidence

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# SECTION 4 - MANAGING EFFECTIVELY

## create safe and supportive learning environments

### Examples of evidence

- 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 CONVERSATIONS.
- PRESERVICE TEACHER'S WRITTEN REFLECTIONS ON SUPERVISING TEACHER FEEDBACK.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	<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

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## Examples of evidence

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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.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)





## SECTION 3 - 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.

Site Coordinator's name	Signature
	Date
Higher education institution (HEI) representative's name 4JHOFE CZ 1SPGFJTJPOBM &YQFSJFODF "DBEFNJD \$PPSEJOBUPS PODF TVCNJUUF E UP +\$6	Signature
	Date
Name of HEI representative who conducted school visits +\$6 "DBEFNJD -JBJTPO 3FDPSE UIF OBNF BOE EBUF PG WJTJU	Signature
	Date
Other moderator name and position if applicable	Signature
	Date

## SECTION 3 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.

Preservice teacher's name	Signature
	Date
Supervising teacher's name	Signature
	Date
Other supervising teacher's name	Signature
	Date