

Queensland Professional Experience Reporting Framework

Final professional experience recommendations





Final professional experience recommendations

This document is part of the suite of documents for the *Queensland Professional Experience Reporting Framework* which can be found online at www.teach.qld.gov.au.

The goal of this document is to measure the standard that has been achieved by a preservice teacher at the end of an initial teacher education program, by comparing it against the Australian Professional Standards for Teachers (APST) Graduate Career Stage. Achieving the **Graduate Career Stage** illustrates readiness of the preservice teacher to enter the workplace.

This template is to be completed during the final summative professional experience required in initial teacher education programs. It has been developed for the use of all Queensland higher education institutions and in all professional experience settings.

Final professional experience recommendations are required by:

- higher education institutions to determine a final assessment score for the professional experience component of an initial teacher education program, based on a school's professional experience recommendations
- employers as a key document in a preservice teacher's professional folio to inform recruitment and employment decisions.

Supervising teachers are to:

- make assessment judgements using the APST Graduate Career Stage descriptors. The APST descriptor reference numbers have been provided linking further information and **Illustrations of Practice**.
- complete this final professional experience recommendations document during a preservice teacher's professional experience
- conduct a moderation process with site coordinators and higher education institution representatives at the conclusion of the professional experience. Moderation requires the agreement of all parties that a valid assessment of the preservice teacher's knowledge, practice, engagement and skills has been made.



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 of professional experience. All sections are weighted evenly. Some descriptors are dependent on context so may not be assessable for all preservice teachers during the final summative professional experience. A single piece of evidence may address multiple descriptors, including those in several sections of this form.

Higher education institutions are encouraged to use this document as a basis for non-summative professional experience reporting templates used at earlier professional experience placements.

Assessment ratings

Exceeding graduate level (E)	Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career Stage.
Graduate level (G)	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage.
Developing towards graduate level (D)	Awareness of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level.
Below graduate level (B)	Little or no evidence of knowledge, practice and engagement or awareness that meet the descriptors at the APST Graduate Career Stage.

Final professional experience recommendations

This page is to be completed by the preservice teacher.

Preservice teacher's name	Zanthie Verrall		
Dates	(Full duration of professional experience): From 28 / 02 / 25 to 02 / 05 / 25		
School name and address	'Mater Dei Primary School' 53 Curzon St, East Toowoomba QLD 4350		
Number of days (Including pre-placement days)	25 days		
School context (where applicable) To complete this section Please refer to: www.schoolsdirectory. eq.edu.au	<input checked="" type="checkbox"/> Metropolitan	<input type="checkbox"/> Provincial	<input type="checkbox"/> Rural
	<input type="checkbox"/> Remote	<input type="checkbox"/> Low socio-economic community	<input type="checkbox"/> Indigenous community
	<input type="checkbox"/> Other (Please indicate):		
Learning phase	<input type="checkbox"/> Early childhood	<input checked="" type="checkbox"/> Primary	<input type="checkbox"/> Junior secondary <input type="checkbox"/> Senior secondary
Curriculum specialisation	N/A		
Class size Number of students in professional experience class	Class 1 23	Class 2 N/A	Class 3 N/A
Classroom context (where applicable)	<input checked="" type="checkbox"/> Students with a disability	<input type="checkbox"/> Indigenous students	<input checked="" type="checkbox"/> Culturally and linguistically diverse students

Summary of prior experience

Strengths identified in your previous teaching professional experience/s	Over the duration of my previous five placements, I have been commended for my extensive planning, organising the Curriculum to formulate engaging, extensive lessons with positive learning outcomes.
Teaching professional experience/s you have completed in a rural and remote locations	My previous two placements (30 days total) were completed in a semi-rural, low socio-economic setting.
Teaching professional experience/s you have completed with Aboriginal groups or Torres Strait Islander communities	I have taught in classrooms with students from a First Nations background, planning learning experiences that differentiate for their learning needs and promote their culture and identity.
Teaching professional experience/s you have completed with students with a disability	In previous placements, I have been in multiple classroom settings with students with a disability. I have experience planning my lessons and the learning environment for these students to be successful learners.

Section 1: Planning effectively — preparation for teaching

Examples of evidence

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.

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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
Organise content into an effective learning and teaching sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Please leave blank if unable to assess in the school context					
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	APST 1.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide comments about knowledge, practice and engagement of the 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.

Zanthie planned effectively and was consistently thoroughly prepared for her teaching sequences. She demonstrated the appropriate knowledge and understanding of the wide variety of developmental needs of the class and the particular characteristics of our year 2 students. Zanthie experimented with a variety of strategies to differentiate her teaching in a deliberate attempt to meet the specific learning needs of the abilities of our students. Zanthie organised content provided into logical and practical teaching and learning sequences with reference given to ACARA V9 content descriptors. Zanthie's lesson plans were thorough, and always completed in a timely manner. She collaborated with the students to set achievable Learning Intentions and Success Criteria acknowledging students with disabilities and accommodating to their learning needs.

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A supervising teacher's observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The preservice teacher's reflections and application of supervising teacher feedback.

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 the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Include a range of teaching strategies.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	APST 1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Please leave blank if unable to assess in the school context Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Please leave blank if unable to assess in the school context Describe a broad range of strategies for involving parents/carers in the educative process.	APST 3.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide comments about knowledge, practice and engagement of the 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.

Zanthie demonstrated competence of the concepts and content from the Year 2 Achievement Standard. She incorporated a broad range of resources as well as verbal and non-verbal communication to ensure student engagement. Zanthie is very open to constructive feedback and applied suggestions to improve her teaching practice. She was committed to embedding cultural understanding and respect, thoroughly throughout her lessons. Zanthie communicated thoughtfully and respectfully with parents whenever the opportunities arose.

Section 3: 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 professional conversations.
- The preservice teacher's written reflections and application of 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 checked="" 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 checked="" type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.

Zanthie has identified strategies which successfully included all students in all learning experiences. She consistently demonstrated intuitive organisational skills and provided clear directions. Zanthie mastered practical approaches to manage challenging behaviours in the classroom, particularly off-task distractions for all learners.

Section 4: Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, guides to making judgements, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans.
- A supervising teacher's observation notes including comments on formal and informal feedback, questioning techniques and assessment.
- The preservice teacher's written reflections and application of supervising teacher feedback.
- Data gathering tools such as checklists developed or adapted by preservice teacher.

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

		B	D	G	E
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	APST 5.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.

Zanthie demonstrated a thorough understanding of strategies applicable to a variety of assessment approaches, providing appropriate feedback and moderating student work samples. Her discussions of the student assessments were insightful and informed the modifications for future learning sequences. Zanthie kept accurate records of student achievement and annotated those with accurate observations enabling direction for support and to inform further lesson sequences.

Section 5: Professional conduct

Examples of evidence

- 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)

		B	D	G	E
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	APST 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Please leave blank if unable to assess in the school context	APST 7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Understand strategies for working effectively, sensitively and confidentially with parents/carers.					

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.

Throughout Zanthie's practicum she used strategies that supported students well being and safety in all school scenarios being mindful of system, curriculum and legislative requirements. She presented herself appropriately and with a sense of presence and professionalism.

Section 6: Excluded descriptors

All descriptors can be assessed in a professional experience setting; however to focus the final professional experience the following four descriptors will be assessed in coursework and do not require assessment in the final professional experience.

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	APST 1.2
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Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in Identifying professional learning needs.	APST 6.1
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Understand the relevant and appropriate sources of professional learning for teachers.	APST 6.2
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Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	APST 6.4
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Section 7: Overall comments

Please use this space to describe the preservice teacher's overall strengths and areas for development.

Zanthie completed her final practicum experience with outstanding results. She presented herself in a professional and enthusiastic manner and developed a wonderful rapport with the students in her care. She worked hard to improve her lesson pace and implemented a wide variety of strategies to attend to behaviour management. The children enjoyed her vibrant lessons, and she ensured her curriculum delivery was engaging and aligned with all students achieving individual goals. Two Jacaranda will miss having Zanthie lead the learning in our classroom, and the Mater Dei team very much look forward to her return to our teaching community.

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.

Site coordinator's name	Lawson Short	Signature	
		Date	29/4/25
Higher education institution (HEI) representative's name		Signature	
		Date	/ /
Name of HEI representative who conducted school visits	Catherine Blockmore	Signature	
Dates of school visit/s	24/03/25	Date	/ /
Other moderator name and position if applicable		Signature	
		Date	/ /

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.

Preservice teacher's name	Zanthie Vervall	Signature	
		Date	02/05/25
Supervising teacher's name	Vanessa Horton	Signature	
		Date	02/05/25
Other supervising teacher's name		Signature	
		Date	/ /