Bachelor of Education (Primary)

2nd Phase Professional Experience Handbook

JAMES COOK UNIVERSITY AUSTRALIA

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Placement Information

Site Coordinators are provided with the JCU Online Resource Portfolio containing required placement documentation, including Handbooks and Digital Reports

Placement Goals & Structure for Level 2 Placements

PROFESSIONAL EXPERIENCE PLACEMENT GOALS

This infographic explains the overarching goals for the Level 2 Professional Experience Work Integrated Learning Program

GOAL 1

Plan and teach an effective learning sequence that responds to diverse learning needs and strengths

GOAL 2

Co-plan and teach lesson sequences with the close guidance of their SBTEs
Begin developing pedagogical approaches to plan for children's reading events

GOAL 3

Develop an understanding of, and skills in teaching diverse learners

GOAL 4

Continued development of the acquired foundational understanding of literacy and numeracy teaching strategies

Continued development of PST's capacity to create a supportive and safe learning environment

STRUCTURE OF PROFESSIONAL EXPERIENCE

This infographic outlines the Work Integrated Learning Experiences for the Bachelor of Education Primary

PLACEMENTS

1 — ED2491

2 — ED2194

ED2491

Introduced to the reflective teaching cycle

Introduction to lesson plan structure and teaching a lesson

Observes pedagogical practices

Observing classroom management strategies to foster learner engagement & achievement

GUIDANCE

Prior to 2nd year placement

An acquired foundational understanding of literacy and numeracy teaching strategies

A developing understanding of planning, teaching, assessment and management strategies

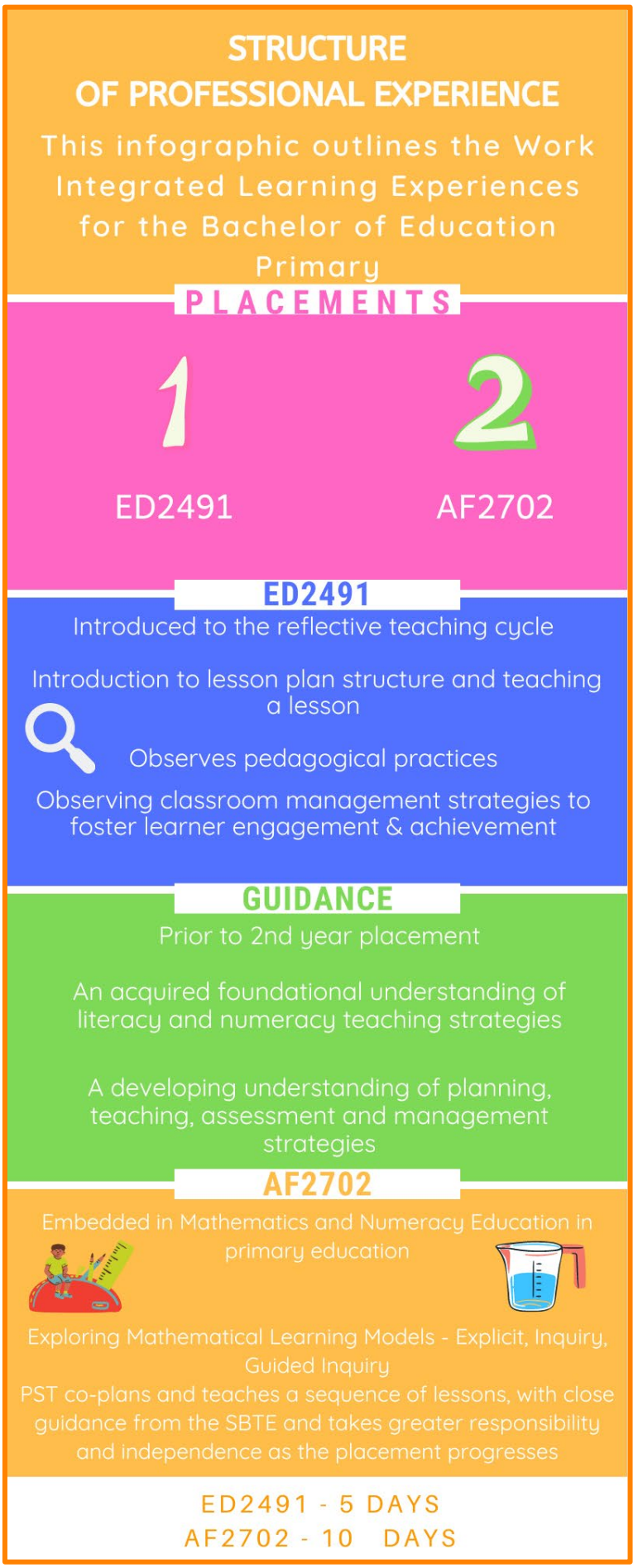
ED2194

Focus on the development of children's oral language and early engagement with environmental print and a range of literate practices

Design learning sequences that support children's communication, language and reading acquisition

ED2491 - 5 DAYS
ED2194 - 10 DAYS

Second-year students enrolled in this subject sequence ED2491 and AF2702 are required to complete the transition subject ***AF2702 Independent Studies, Mathematics Education for Primary School 1*** **instead of** ED2194 Approaches to Oral Language and Reading Development in Primary School.



Program Overview

This overview will support the SBTE's understanding of the PST's developmental study journey. Assessment decisions should be based on where the Professional Experience fits within the program and how the PST demonstrates engagement with the Graduate Standards.

With an understanding of learners, preservice teachers progress to their 2nd level of subjects to begin developing knowledge of curriculum and planning for diverse students through individual and sequences of lessons with attention to numeracy and literacy demands in selected curricula. They justify and demonstrate a selection of pedagogical knowledge, frameworks and practices in **planning for learning**, enactment of teaching, decision-making for positive behaviours and an environment for learning and assessing learner progress. The placements provide an opportunity to translate the curriculum into specific content skills that link to assessed learning.

Study Period 81 – 86

Level 1 Subjects	
Educational Psychology: Learners and Learning	Education Perspectives and Practice
Foundations of Language and Literacy in Education **(5-day Work Integrated Learning Placement)**	Teaching Mathematics and Numeracy in Primary and Early Childhood Settings **(5-day Work Integrated Learning Placement)**
Technologies for Primary School	Science and Sustainability in Education
Arts Education for Primary School	Elective in Primary Specialisation
Level 2 Subjects	
Planning for Engaging Learning **(5-day Work Integrated Learning Placement)**	Approaches to Oral Language and Reading Development in Primary School **(10-day Work Integrated Learning Placement)**
Aboriginal and Torres Strait Islander Education	Health and Physical Education for Primary School
Mathematics Education for Primary School 1	Humanities and Social Sciences for Primary School
Science Education for Primary School	Elective in Primary Specialisation
Level 3 Subjects	
Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities **(5-day Work Integrated Learning Placement)**	Reflective Teaching Cycles and positive Learning Environments (Primary) **(15-day Work Integrated Learning Placement)**
Primary Education: Literature and Producing Texts	
Mathematics Education for Primary School 2	English as an Additional Language/Dialect for Indigenous Learners
Elective in Primary Specialisation	Technologies Across the Curriculum
Level 4 Subjects	
Fourth Year Professional Experience A **(15-day placement in a school setting)**	Leading Wellbeing and Sustainability in Learning Communities
Teachers as Ethical and Collaborative Change Agents	Education Across Culturally Diverse Contexts
Fourth Year Professional Experience B **(25-day placement in a school setting)**	Learning and Teaching in Rural and Remote Contexts
	Service Learning for Sustainable Futures

Primary Areas of Specialisation

English/Literacy Mathematics/Numeracy Science Health & Physical Education

Professional Experience Contacts

	Cairns	Townsville
Postal Address	Student Placements Team Nguma-bada Campus Building A4, Room 124a Cairns QLD 4870	Student Placements Team Bebegu Yumba Campus Building 4, Room 268 Townsville QLD 4811

Student Placement Team		
For all general correspondence related to Professional Experience	07 4781 6333	Student Placements Team

Professional Experience Academic Coordinator [Education]		
Trisha Telford	07 4781 5424	trisha.telford@jcu.edu.au

Handbook Abbreviations

SC: Site Coordinator
SBTE: Site-Based Teacher Educator
PST: Preservice Teacher
Portfolio: Placement Portfolio -Evidence of Demonstrating Practice
GTMJ: Guide to Making Judgement
GRR: Gradual Release of Responsibility
CASE: College of Arts, Society and Education

Important Placement Notice

Attendance must be for the entire school day and per the host site's timetable, including meetings and in-school extra-curricular activities. Preservice Teachers (PST) must notify the school/centre immediately if they cannot attend a day due to illness or extenuating circumstances in line with the Student Special Consideration Policy.

The day's planning is required to be forwarded to the Site-Based Teacher Educator (SBTE). PST must make up the missed day the following week to ensure the placement requirement of attending days consecutively.

The PST must immediately inform the Student Placements Team of any significant absence from placement (**3 days or more**) as per the Student Special Consideration Circumstances Policy (3.3 Application Type) that may require placement outside the Professional Experience Calendar scheduled time frame and apply for a Professional Experience Special Consideration with the appropriate documentation. The assessment of the application will be based on the following criteria:

- does not interfere with the integrity of the intended learning within the placement as *any adjustments made as the result of a request for Special Consideration must not compromise the integrity of assessment requirements and processes, including the course Inherent Requirements as per the Special Consideration Procedure* (2.1.3)
- does not overlap with coursework timetabled lectures, workshops and subject assessments
- the consecutive day requirement is still met
- the host site has the capacity to continue with the placement

The PST and SBTE **cannot negotiate** changed placement dates outside the Professional Experience Calendar without gaining approval from the process detailed in the above procedures.

Teaching Areas

By **AITSL Program Standards** for **Accreditation of Initial Teacher Education Program requirements**, Primary preservice teachers are required to complete placements that provide an opportunity to engage in their specialisation. Primary Specialisation are: - English/Literacy, Mathematics/Numeracy, Health & Physical Education and Science

Knowing each school may vary their approach in terms of timing, structure and planning to implement units of work to incorporate Health & Physical Education and Science outside the classroom teacher's responsibilities, we ask the Site Coordinator to assist in supporting the PST **if the specialisation subject** is not timetabled during Placement dates. This can take the form of having the opportunity to visit and engage with another year-level or specialist teacher to support PST in gaining a **breadth of the curriculum** in the specialisation area.

Placement Dates & Requirement Breakdown

ED2491 – Planning for Engaging Learning
Term 2: 10th June – 14th June (5-day consecutive block)

- **Before Placement Commencement Date**: Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- Support student learning: individual and small groups of students
- Targeted observation to gather data about learners to support an **Intended Learning Plan**
- SBTE guides PST to plan, teach & assess learning for **1** lesson of subject choice

Reporting	
When	- Within 5 days of Placement completion to support student subject progression
What	- Professional Experience Formative Report to prepare PST for the next phase of Placement - PST must complete the Professional Experience Portfolio requirements
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team

ED2194 – Approaches to Oral Language and Reading Development in Primary School
Term 3: 5th August – 16th August 10-day consecutive block
Return to ED2491 School

- **Week 1:** Guided planning discussions & co-teaching **6** lessons, **4** English/reading experiences and **1** lesson of PST's Specialisation and **1** lesson of choice
  Gradually Releasing Responsibility for PST to teach **1** of the co-planned reading event independently
- **Co-planned** lesson & **co-teach 1** Health or HASS (timetable dependent) to implement coursework SP2 curriculum studies

- **Week 2** Gradual Release of Responsibility for PST to **independently** plan and teach **6** lessons – 4 English/reading experiences or **literacy block** (a sequence of learning across 3 lessons) **1** lesson of PST's Specialisation
- **Co-planned** lesson & **co-teach 1** Health **or** HASS (timetable dependent) to implement coursework SP2 curriculum subject learning

(if specialisation subject is not timetabled during Placement dates – the opportunity to visit and engage with another year level or specialist teacher to support PST gain **breadth of curriculum** in specialisation area)

Primary Specialisation subjects
English/Literacy Mathematics/Numeracy Health & Physical Education Science

Reporting	
When	- Within 5 days of Placement completion to support student subject progression
What	- Professional Experience Report: PST must have a minimum of 'Developing Adequately' against **EACH** descriptor at **Engagement Level** to pass the Placement - PST must complete Professional Experience Portfolio requirements SBTE uses the Portfolio along with observation of practice and professional dialogue to inform their judgement of PST, demonstrating they are Developing Towards Graduate Level
Who	- To be completed by SBTE, Signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team

Degree Transition Pathway - Placement Dates and Requirement Breakdown

ED2491 – Planning for Engaging Learning
Term 2: 10th June – 14th June (5-day consecutive block)

Second-year students enrolled in this subject sequence

ED2491 and AF2702

Placement Requirement Breakdown for ED2491 **as per page 9**

AF2702 Independent Studies, Mathematics Education for Primary School 1
Term 3: 5th August – 16th August 10-day consecutive block

Return to ED2491 School

- **Week 1:** Guided planning discussions & **independently** teach 4 lessons (2 **mathematics** + 1 **specialisation subject** & **1** another studied **curriculum subject**)
- **Week 2:** Gradual Release of Responsibility for PST to **independently** plan and teach **8** lessons
  4 sequenced **Maths** lessons + 4 lessons including **at least 1** in **Specialisation** subject

(if a specialisation subject is not timetabled during Placement dates – the opportunity to visit and engage with another year level or specialist teacher to support PST gain **breadth of curriculum** in specialisation area)

Primary Specialisation subjects
English/Literacy Mathematics/Numeracy Health & Physical Education Science

Reporting	
When	- Within 5 days of Placement completion to support student subject progression
What	- Professional Experience Report: PST must have a minimum of 'Developing Adequately' against **EACH** descriptor at **Engagement Level** to pass the Placement - PST must complete Professional Experience Portfolio requirements SBTE uses the Portfolio along with observation of practice and professional dialogue to inform their judgement of PST, to whether they are demonstrating *Developing Towards Graduate Level*
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team

Roles and Responsibilities

Mandatory Induction

- PST attends Professional Experience Workshops in preparation for Placement as per the **Professional Experience Placement Requirements Policy Procedure**
- PST emails an introduction to Site Coordinator
- PST arranges an introductory meeting time to meet SC & SBTE prior to Placement
- SC orientates PST to School culture, policy and expectations
- SC inducts PST to Workplace Health and Safety policy and procedures
- JCU offers optional online support sessions for SC & SBTE prior to Placement

Expectations

- PST & SBTE expectation discussion regarding Assessment Report & plan for Placement
- SBTE shares relevant school curricular documents
- PST, if required, follows the Intervention Process to request support while on Placement
- SBTE notifies SC of early notification of 'At Risk' and SC notifies JCU
- JCU provides support to PST and SBTE upon notification of PST 'At Risk'

Engagement

- SBTE models, supervises, monitors, assesses, mentors, gradually releases responsibility to PST
- PST takes responsibility for their own learning - adopting and responding to feedback and engaging in professional reflective dialogue
- PST documents professional growth evidencing the Australian Professional Standards
- PST monitors student learning, contributes to School community
- PST reflects on and collects evidence of their impact on student learning
- SC monitors PST learning, provides support to PST and SBTE; contacts JCU if PST is underperforming

Assessment & Reporting

- SBTE provides evidence-based feedback to PST
- SBTE uses Portfolio to support evaluation of PST's performance
- One Professional Experience Placement Report per Placement block

Professional Experience Formative Report ED2491

Professional Experience Report ED2194: Minimum of Developing in EACH descriptor at Engagement Level

OR

Professional Experience Report AF2703: Minimum of Developing in EACH descriptor at Engagement Level

- SC submits signed Professional Experience Reports & Records to Student Placement Team - cc Preservice Teacher
- Report is due within 5 days of Placement completion for course progression

Placement Checklist

A Quick "Go To Guide"

Pre-Placement Check

Preservice Teacher	Site Coordinator	Site-Based Teacher Educator
Meet all Professional Experience Placement Requirements to be eligible for Placement- including **attendance** at Professional ExperienceWorkshops Ensure your Blue Card is current Access the LearnJCU EDU_PROFEX Community Site Second Phase Folder for supporting documents and templates	Direct your colleagues to the provided 2024 JCU Professional Experience Resource Portfolio - Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources JCU offers 'Optional 30 min online support' to schools/centres who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements See School Partnership Support Timetable in the 2024 JCU Professional Experience Resource Portfolio for all joining links	JCU offers 'Optional 30 min online support' to schools/centres who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements before placement See School Partnership Support Timetable in the 2024 JCU Professional Experience Resource Portfolio for all joining links Ensure you have received and have access to the following: JCU Professional Experience Resource Portfolio, which includes • Placement Handbooks • Induction Document • Digital Reports • Professional Experience Partnership General Handbook
Contact the Site Coordinator - Ensure you have included a Professional email signature Agree to meet to discuss your upcoming Placement	Record PST's emergency contact details and sight their Blue Card Support PST to timetable and engage in specialisation teaching area if needed outside of the designated Placement class	Meet with Preservice Teacher View PST's learning development and previous placement experience within the Program Overview
Enquire about the School's Workplace Health and Safety Policy and Risk Management Policy Become familiar with school policies You may be required to be proactive and ask your Site Coordinator or Supervising Teacher about these policies You may be required to "sign off" on your understanding of the policies	Advise the SBTE how you might support them in the assessment and reporting Become familiar with the Key Elements of the Integrated Learning Program Partnership *General* Handbook • Placement Requirements • At-Risk Procedure • Pay claims Induct PST to Workplace Health and Safety school policies and procedures Orient PST to the school ethos, professional conduct expectations, pedagogical framework, behaviour management policies and school procedures Advise PST how they should contact you for support Advise PST when you might check- in on them	Become familiar with the Key Elements **(infographics)** of the Professional Experience Placement Handbook • Level 2 Placement Goals & Structure p.4 • Roles & Responsibilities p.11 • Assessment p.20 • Placement Details ED2491 pp.28-37 ED2194 pp.38-51 PST will complete either ED2194 or AF2702, NOT both AF2702 pp. 52-63

	Review the following documents **QCT** Code of Ethics Professional Boundaries Guide of Evidence **JCU** Student Code of Conduct Have **full** knowledge of • Professional Experience -Student General Handbook • Professional Experience Handbook • Induction Document • Placement Learning Goals • Detailed Weekly Learning Tasks • Portfolio Requirements • Assessment & Reporting Requirements	**Support** PST to timetable and engage in specialisation teaching area if needed outside of the designated Placement class	Utilise Support Documents • QCT Evidence Guide (for Engagement) • Support resources for SBTE:See the QCT website Provide PST with the following • timetable • student information/data to support PST understanding of student/child 'readiness' and planning preparation • relevant curricular resources for the Placement • relevant management procedures and routines
	Prearrange your Portfolio structure – include the 5 sections of the Professional Experience Report Review Subject Outlines with assessment items linked to Professional Experience and plan to collect artefacts, as required		Clarify your expectations with your PST: • Reporting time, punctuality,duties, planning deadlines, mobile phones • Observation: how and when could they do so • Participation: how they support student learning • Access to resources: what could they explore
During Placement Check	Discuss with SBTE the required artefacts for assessment Ensure your Ethical Collection of Data about Learners Cover Sheet is signed for ED2491 EDU_PROFEX Community Site Second Phase Folder Follow the detailed weekly placement tasks Engage in professional dialogue and reflective practice Develop a Professional Experience Portfolio Use Portfolio throughout the Placement to guide reflective practice discussions with SBTE	Initiate **early** the At-Risk Procedure if PST is At-Risk of not meeting requirements p.18 & p.19 **The form is located in the JCU Resource Portfolio**	Engage in professional dialogue regarding Portfolio artefacts to support your assessment of PST demonstrating evidence of APSTs Initiate **early** the At-Risk Procedure if PST is At-Risk of not meeting requirements

Concluding Placement	Preservice Teacher	Site Coordinator	Site-Based Teacher Educator
	Ensure all resources and teaching materials are returned, and professional courtesy and good manners are exhibited in your thanks towards all staff and the school community after your Placement Retain a copy of your signed Professional Experience Report	Sign the Professional Experience Report before submitting it to the JCU Student Placement Team Please **cc PST in the email** so they may retain a copy of the Digital Report To support the assessment processes and JCU's commitment to academic integrity, we ask all Reports to be returned ONLY by Site Coordinators Direct and support your colleagues to the JCU Professional Experience Resource website (pay forms)	Sign the Professional Experience Report for each Placement and submit it to SC to submit to JCU Submit your pay claims by the end of the Placement dates

Placement Support

JCU Resource Portfolio

James Cook University recognises the need for all our placement partners, including SBTEs who accept the role of supervising a PST, to have easy, fast and independent access to all resources and information required to support their preparation for hosting a student in their classroom. The link to our Professional Experience Resource Portfolio is included in every placement confirmation email for the SC to disseminate.

Drop-In Sessions

James Cook University acknowledges the importance of providing ongoing support to SCs and SBTEs before a placement. JCU supports and facilitates an effective partnership to enhance the quality and success of the placement by offering online sessions to create regular communication between all stakeholders.

JCU offers an optional Drop-In Support Session for both SCs and SBTEs. The sessions are offered via LearnJCU. Please see the School Partnership Support Document for the links for all sessions.

The purpose is to provide SCs and SBTEs an access platform to ask any questions they may have to gain the following:

- Mutual understanding of placement requirements and progression of learning
- Clarification of placement requirements and resources
- General expectations regarding the assessment of PST and reporting of PST development at either Engagement or Achievement Level
- Knowledge of the JCU Professional Experience Program

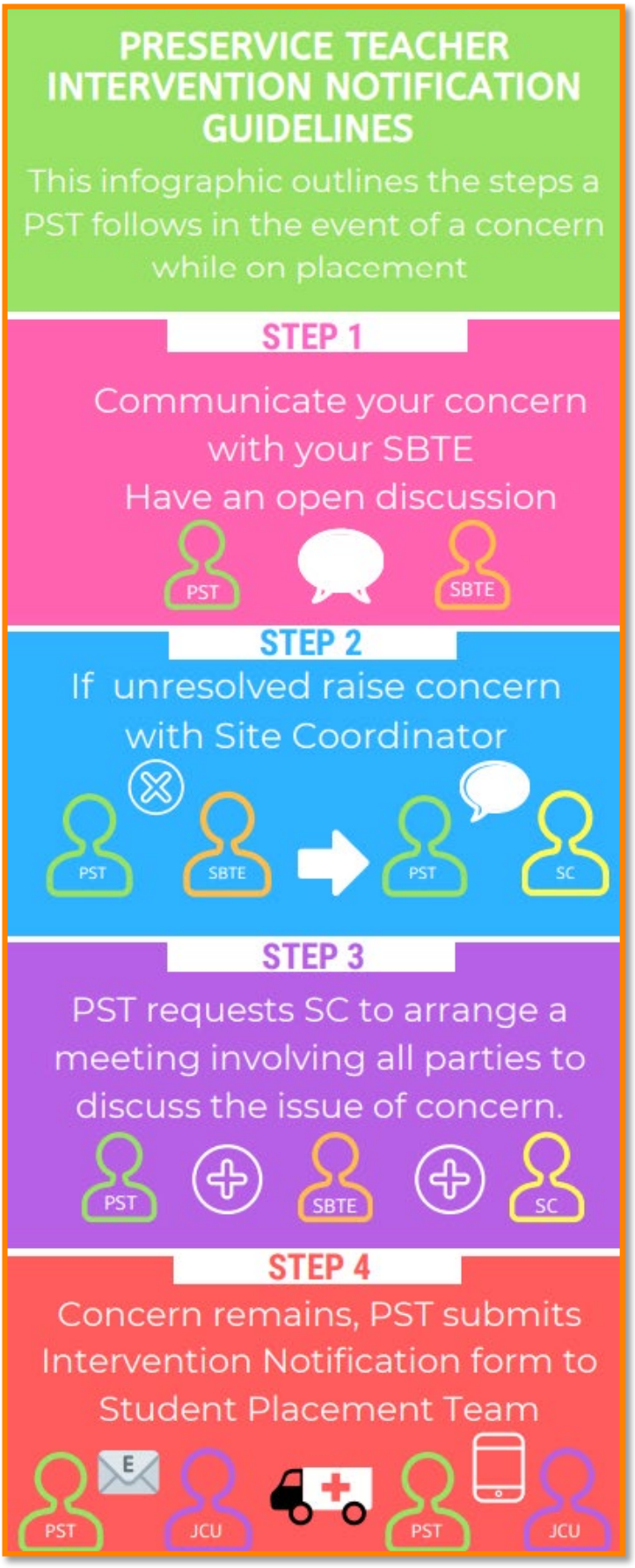
If confirmed as hosting a 2nd Year Preservice Teacher

For any Placement scheduled in Term 1 and 2

Please click on the Link

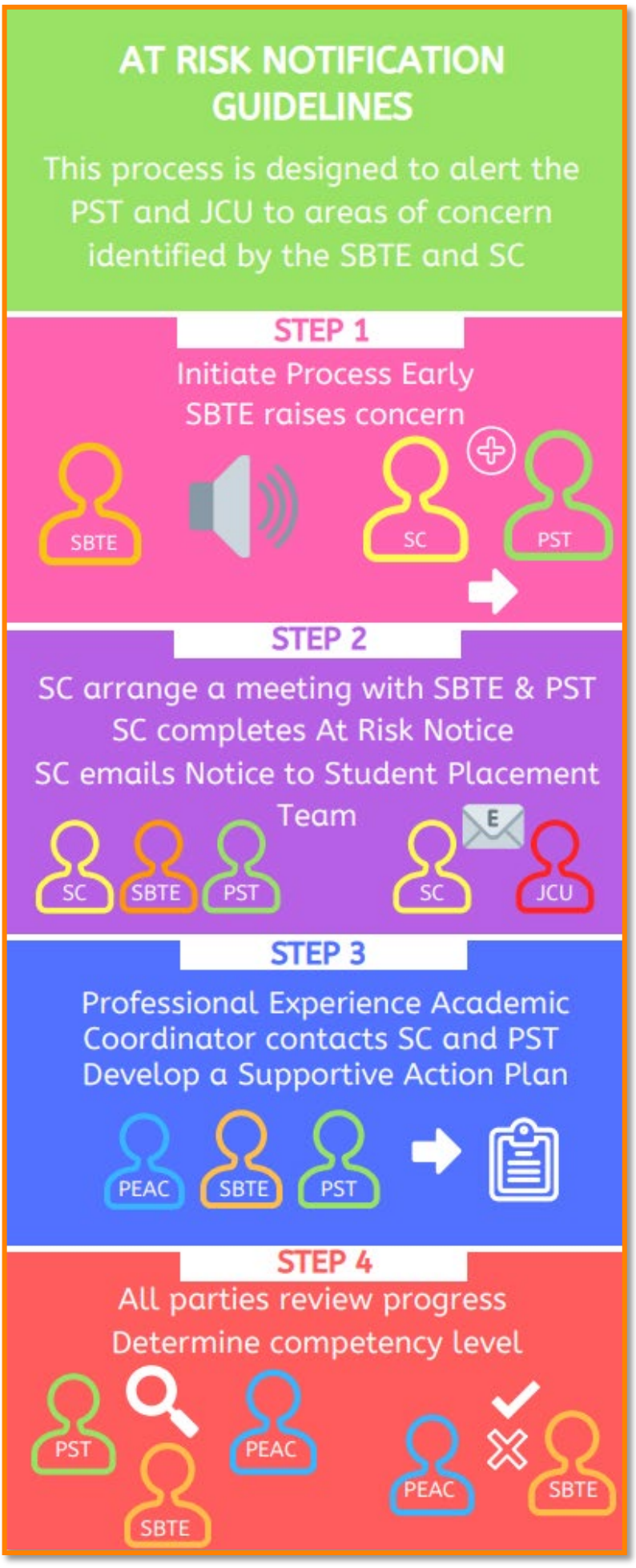
Preservice Teacher Request for Intervention

The process is designed for Preservice Teachers only. It triggers a response from the JCU Student Placement Team to the Preservice Teacher submitting the notification. The Form is located in the LearnJCU Professional Experience Community Site.



Upon receipt of the Intervention Notification, the Student Placement Team will notify the Professional Experience Academic Coordinator [Education]. The coordinator will contact the Preservice Teacher to discuss the concern. If necessary, the coordinator will visit the School to discuss the matter with the parties concerned – the Preservice Teacher, Site Coordinator and/or Site-Based Teacher Educator.

At-Risk Early Intervention Notification



Purpose The At-Risk Notification

The "At-Risk Notification" is designed for use ONLY by **Site-Based Teachers and Site Coordinators**.

The "At-Risk Notification" process is designed to alert the Preservice Teacher and JCU to areas of concern identified by the Site-Based Teacher Educator and Site Coordinator. The At-Risk Notification process should be used in any of the following circumstances:

- Where the Site-Based Teacher Educator and Site Coordinator believe that the Preservice Teacher could, with additional effort and attention, work to demonstrate competence in all criteria required in the Professional Experience.
- Where the Preservice Teacher is failing to respond effectively to feedback provided by the Site-Based Teacher Educator and Site Coordinator.
- Where the Site-Based Teacher Educator and Site Coordinator believe that intervention from JCU would assist the Preservice Teacher.

The "Preservice Teacher At-Risk Notification" process and form submission should be initiated **as early** as possible. This action **allows time** for intervention to occur.
On receipt of the At-Risk Notification form

- Student Placement Team contacts the Professional Experience Academic Coordinator [Education]
- Contact is made with the Site-Based Coordinator to discuss the concerns
- Based on conversations, an arrangement is made for either the PEAC or Academic Liaison to visit to support the Preservice Teacher and the Supervising Teacher
- In collaboration, the JCU Team, School and Preservice Teacher develop an action plan of support that servesthe best interest of all parties, including a time for review

At-Risk Form – 2024 JCU Professional Experience Resource Portfolio

If further action is required, the Site Coordinator should contact the Professional Experience Academic Coordinator [Education] viaemail: trisha.telford@jcu.edu.au or phone (07) 47815424.

Early notification to JCU provides time for intervention before the completion of the Placement

Assessment Details

Assessment Guidelines

ASSESSMENT MODERATION

Has the Preservice Teacher shown sufficient evidence of a deep interest to learn and develop their professional knowledge, practice & professional literacies?
Provide descriptive feedback to guide Preservice Teacher's professional development

REQUIREMENTS

PSTs must demonstrate a minimum of Developing Adequately in **all** descriptors to pass the **Placement and complete all required days of attendance**

Each Placement is assessed using the specified Report

Site Coordinator submits Report to Student Placement Team

ED2491 - 5 DAYS

Assessed using Professional Experience Formative Report

PST organises a time with SBTE to discuss development & Portfolio

CONSIDERATIONS

Demonstration of Evidence through **Practice**, **Portfolio** and Professional **Reflective Practice**

Observation of daily engagement

Professional literacies

ED2194 - 10 DAYS

Assessed using the Professional Experience Report

Discuss practice and overall evaluation to support planning for the next phase of placement

Use PST's Portfolio to guide Professional Dialogue and Reflective Practice

ASSESSMENT MODERATION

Has the Preservice Teacher shown sufficient evidence of a deep interest to learn and develop their professional knowledge, practice & professional literacies?
Provide descriptive feedback to guide Preservice Teacher's professional development

REQUIREMENTS

PSTs must demonstrate a minimum of Developing Adequately in **all** descriptors to pass the **Placement and complete all required days of attendance**

Each Placement is assessed using the specified Report

Site Coordinator submits Report to Student Placement Team

ED2491 - 5 DAYS

Assessed using Professional Experience Formative Report

PST organises a time with SBTE to discuss development & Portfolio

CONSIDERATIONS

Demonstration of Evidence through **Practice**, **Portfolio** and Professional **Reflective Practice**

Observation of daily engagement

Professional literacies

AF2702 - 10 DAYS

Assessed using the Professional Experience Report

Discuss practice and overall evaluation to support planning for the next phase of placement

Use PST's Portfolio to guide Professional Dialogue and Reflective Practice

Assessed at Engagement Level

Professional Experience allows Preservice Teachers to learn within and through practice. Their learning is **demonstrated** through their impact on student learning and their **professional reflections** on their contributions to the classroom and the wider school community.

Site-Based Teacher Educators Making the formal evaluation **take the following into consideration**	Preservice Teacher **Regularly discuss** practice and self-appraisal to ensure ongoing development
• QCT Evidence Guide for Supervising Teachers ('Engagement' level) • Preservice Teacher's daily engagement • Preservice Teacher's evidence curated in their Professional Experience Portfolio • Professional dialogue of practice and professional learning during Placement	• Curated evidence of practice using the Professional Experience Portfolio • Key strengths, areas of concern and suggestions for continued development toward Graduate Level • Specific feedback on the area of specialisation

By the **end of the ED2194 or AF2702 Professional Experience**, Preservice Teachers are expected to demonstrate at an **Engagement level** throughout their practice and Professional Experience Portfolio:

- **A developing knowledge** and understanding of the implications for the learning of students' physical, cultural, social, linguistic and intellectual characteristics to plan for engagement in learning
- A **developing** practice to enact a sequence of lessons that respond to the diverse learning needs and strengths
- Use a range of appropriate teacher-directed approaches to engage learners
- A **developing practice** to collect and use evidence of learning to monitor student progress and inform next step of planning
- A **developing** knowledge of pedagogical content knowledge of the concepts, content and teaching strategies of both the teaching of reading and specialisation
- Ways to **explore** how to plan for and foster a positive learning environment to engage learners
- Ways to **explore** how to identify support for students' well-being and safety, working within school and system curriculum and legislative requirements.
- Professional conduct that **reflects** QCT Code of Conduct, Professional Boundaries and the school code of conduct.

Success Indicators	
Engagement	Achievement
Successful demonstration of engagement with a Graduate Standard – the Preservice Teacher: • 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 … • initiates some …	Successful demonstration of achievement of a Graduate Standard – the Preservice Teacher: • is independently able to link/design/ source … • is consistently able to … • is fully aware of, applies … • actively seeks … • participates fully … • frequently initiates …

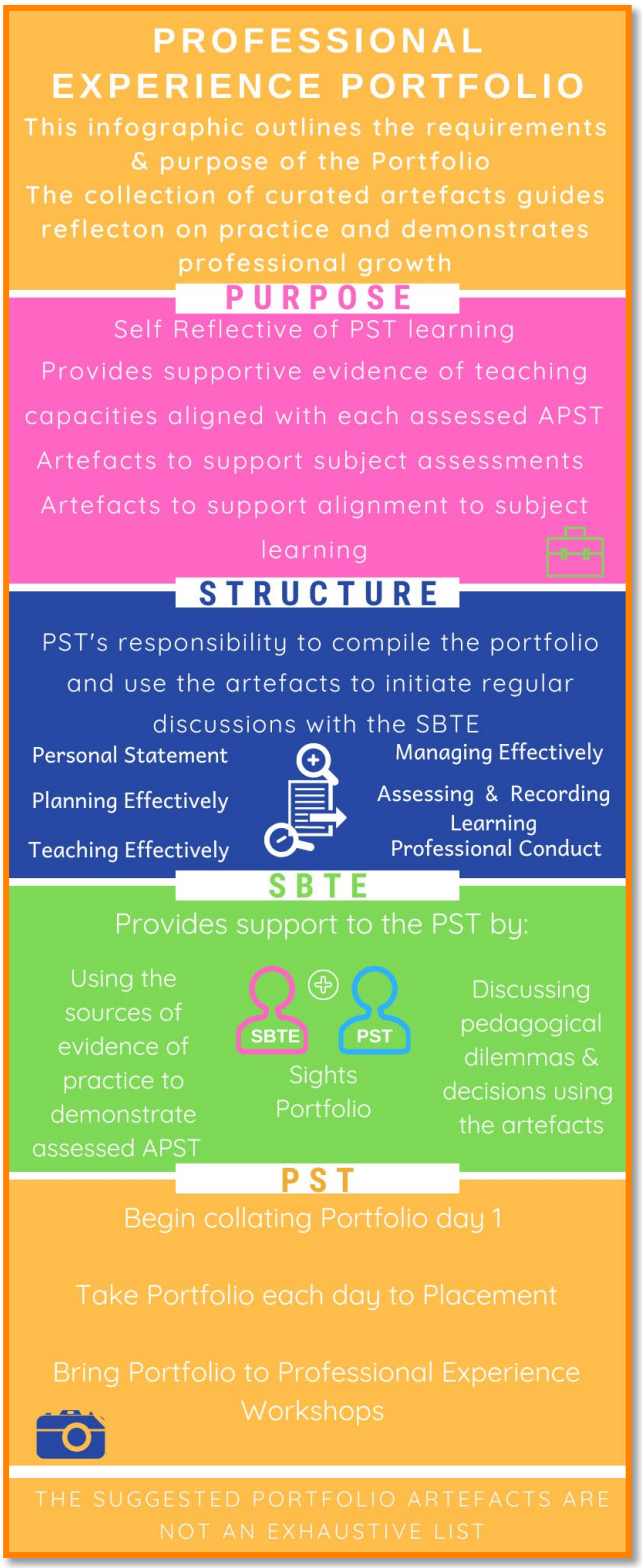
Assessment Ratings	
Well developed	**Consistent** evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage
Developing adequately towards graduate level	**Awareness** of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level
Not developing adequately	**Little or no evidence** of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage

Before the last day of Placement, the Preservice Teacher should organise a time to discuss their final assessment and Professional Experience Report with their Site-Based Teacher Educator. This is an opportunity to provide final feedback to support the PST in planning their next Placement learning goals.

Placement Portfolio Requirement

The purpose is to document *Professional Learning, Growth and Demonstration of Australian Professional Standards*. **This is not an assessable item but is recorded in the Placement Report as completed and discussed throughout the placement.** The collated artefacts support the PST's professional development in demonstrating how they plan to have an ***Impact For*** student learning and how their professional decisions and enactment of practice had an ***Impact Of*** student learning. The folio supports the PST to develop the practice of demonstrating evidence as they progress through their degree.

The folio informs and supports the SBTE's assessment of the PST's development along with Observation of Practice and Professional Dialogue.



The Portfolio is a working document. It allows the Preservice Teacher to record the 'invisible' work of teaching – the planning, reflecting, and pedagogical decision-making that goes behind all successful teaching episodes. The curated artefacts should be evidence of the assessed Australian Professional Standards for Teachers (APST) descriptors demonstrating the Preservice Teacher's knowledge. The SBTE and PST view and discuss the Portfolio artefacts throughout the Placement to support professional dialogue and reflective practice.

Submission of Reports

Located

- All Digital Reports are located in the JCU Professional Experience Resource Portfolio supplied to the school

Who Submits

- Assessment processes support JCU's commitment to academic integrity and therefore, Reports to be returned **ONLY b**y Site Coordinator

Report Details

- Support PST's ongoing progress by providing feedback on understanding and practice, with attention to the development of the Australian Professional Standards and Professional Attributes
- This document will be used by the Preservice Teacher for critical reflection to plan their next steps of development
- SBTE, including specialisation SBTE if different from classroom SBTE (HPE/Science) moderate to complete 1 (one) Report
- All required fields are completed
- Ensure all parties have signed the completed report

Where to Submit

- Digital Report to be emailed to Student Placements Team

When to Submit

- Within 5 days of completion of Placement to support PST's subject progression

Copy

- Provide a copy of the report to all parties – **Please cc PST in email** so they may retain a copy of the Report for their Portfolio

Individual Placement Details

Level 2 Planning and Teaching Focus

Preservice Teachers are introduced to the Evidence-Informed Teaching Cycle (PTAR). The subject ED2491 is structured around the enactment of the reflective teaching cycle. The weekly tasks of the placement are designed for the Preservice Teachers to be exposed to, observe, and enact the teaching cycle. To support the PST to engage in the Teaching Cycle, they begin by understanding the learner. Upon the analysis of the data, they are then able to design a safe and supportive environment conducive to student learning progression and learning activities that build on student strengths, readiness, interests, well-being, and experiences to maximise engagement. During each placement, they ethically develop Learner Profiles to be included in their Portfolio.

PTAR CYCLE
PLAN TEACH ASSESS REFLECT

This infographic explains the format for the designed Professional Learning Tasks

PTAR

PLANNING

What is intended Learning?
Plans a sequence of lessons that meet the specific learning needs of students

Planning to achieve goals, aims, objectives, outcomes and standards

TEACHING

Teacher-centred approaches to learning
Teach a lesson sequence → Teach a sequence of lessons

ASSESSING

How to assess learning has happened and what to do next?
Collect and use evidence of learning to monitor student progress, make adjustments and provide student feedback

Evidence-informed decisions

REFLECTING

A reflective professional experience
Reflect to improve student learning and teaching

LEARNER PROFILES

When you know students, you can plan and teach more effectively. A Learner Profile is the gathering of purposeful information - providing 'data' for analysis.

INDIVIDUAL PROFILES

Profiles are representative of the current level

1 student 'below level'

1 student 'at level'

1 student 'above level'

CLASS PROFILES

Profile the diversity within the class in terms of learner readiness, sociability, backgrounds, interests, special needs and achievements.

Discuss with SBTE

OBSERVATIONS

Observe the learners in different contexts:

- Indoors/outdoors
- Varied learning areas
- Specialised subjects
- With other staff
- With parents
- Settings other than the classroom

DATA

- Interests
- Special achievements and skills
- Special needs
- Language background e.g. language/s spoken at home, home literacy resources
- Access to technologies
- Social/emotional factors
- Family factors
- Cultural/religious factors

APST 1
KNOW STUDENTS AND HOW THEY LEARN

ED2491 Goals and Placement Overview

PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED2491

This infographic explains the overarching goals for the ED2491 Work Integrated Professional Experience program

GOAL 1

Evaluate lesson designs and pedagogies by drawing on the teaching and learning cycle

GOAL 2

Observe how planned differentiated teaching and learning, caters for diverse needs of students

GOAL 3

Explore how behaviour management is used to support and foster engagement and achievement

GOAL 4

Reflect on teacher well-being, in particular ethical dimensions of professional practice and resilience

DAY 1

Expectations dialogue
Observe & record routines & procedures

Teacher-directed approaches to learning

Recording Classroom Management Observation

Begin Class and Student Profiles

DAY 2

Targeted Classroom Observation

Planning Discussion Professional Conversation

Support student learning

Complete Student Engagement Teaching Strategy Observations

DAY 3

Targeted Classroom Observation
Support student learning

Professional Conversation

Lesson Structure Observations

Planning decisions informed by observations A, B, C & reviewed D

DAY 4

Deliver teacher-directed lesson

Reflection Practice

Evidence of learner progression – the assessed learning Analysis of Leaning

DAY 5

Complete coursework observation templates

Professional Conversation
Next Step Planning Suggestions based on Analysis of Learning

ED2491 OVERVIEW

Summary of Evidence

A summary of evidence required for ED2491 Assessment Task 3

Please ensure that you have collected the information/documents outlined below as each item is **essential to completing** Assessment Task 3 in this subject. All evidence must be collected from the same class/specialisation, e.g. Year 4 Science, Year 1 English, Year 5 Maths

Summary of Evidence Chart		
When to collect	**De- identified** Evidence required	Purpose
You will collect this data when you complete **Appendix A**	**Decisions for Intended, enacted and assessed Learning** **Whole Class Profile** • Class size and gender composition • Preliminary grouping of class into levels of learning readiness considering: ➢ Your own observations of engagement ➢ Term 1 level of achievement for English, Math, Science & HASS for all students ➢ Demonstrated achievement levels in literacy and numeracy ➢ Inclusion/participation needs (e.g. whether or not the student is working from an ICP and at which curriculum year level) • Behaviour (e.g., observations, conversations with SBTE) • Observations of student engagement • Family background • Home access to computer and internet	You will include this profile in Assessment Item 3 Part A. Part A asks you to draw on data from your class to inform planning and teaching decisions for the lesson you will teach during Profex, and that forms the focus of your evaluation in AT3.
You will collect this data when you complete **Appendix B**	**Decisions for Intended, enacted and assessed Learning** **Learner Profiles** • At least 3 profiles representative of your preliminary learning readiness grouping as noted in your whole class profile: ➢ 1 student profile representing students currently working below the expected standard for the class ➢ 1 student profile representing students currently working at the expected standard for the class ➢ 1 student profile representing students currently working above the expected level for the class	You will include these profiles in Assessment Task 3 Part A. Part A asks you to draw on data from your class to inform planning and teaching decisions for the lesson you will teach during Profex, and that forms the focus of your evaluation in AT3. In particular, preliminary grouping of learning readiness and profiles of students representing each group will inform differentiation decisions in the lesson.
You will collect this data when you complete **Appendix C**	**Decisions for Intended, enacted and assessed Learning** **Classroom Observations** • Classroom Management • Lesson Structure • Teaching Strategies • Indicators of Student Engagement	These observations will support your planning a lesson on Day 4 of the Placement

You will collect this data when you complete **Appendix D**	**Classroom Environment that supports Learning** • Tier 1 Learning Environment Plan	You will develop this plan prior to the Placement as part of Assessment Item 2 You will enact the plan during your Day 4 lesson You will analyse this enactment in Assessment Item 3 Part B
You will collect this data **A, B, C, D** To inform your decisions to plan and teach your Day 4 Lesson using **Appendix E**	• Informed by the analysis of **A, B, C, D** • One lesson plan demonstrating a teacher-directed learning approach including differentiation in order to meet learner needs	You will include this lesson plan in Assessment Task 3 Part A. You will evaluate your lesson plan in Part A.
You will collect this data when you plan and teach your lesson	• **De-identified** student work samples that demonstrate learning in response to the learning intent of the above lesson and aligned with the success criteria for the lesson. • Collect **at least** three samples representative of student performances (1) at standard, (2) below standard, and (3) above standard	You will include a summary of your analysis of these work samples in Assessment Task 3 Part A. This analysis will inform the evaluation of your lesson plan in Assessment Task 3 Part A, and inform the proposal of next step learning that will be the focus of a follow-up lesson planned with a student-centred approach and submitted for Assessment Task 3 Part A. Provide task-level feedback for/on each work sample that identifies key features of an acceptable performance of learning and where they can be extended Assessment Item 3 Part A
NOTE: Ensure your **Ethical Collection of Data about Learners:** Cover Sheet for data collected about learners is signed and submitted with Assessment Task 3.		

ED2491 Learning Tasks in Detail

Teaching & Learning Cycle – PTAR

You are required to collate and curate the following artefacts from your Professional Experience focus class. The following are required as appendices to inform and be **included** with your submission of ED2491 Assessment Task 3.

Whole class description [**see Appendix A**] Completed Days 1 & 2

Three individual learner profiles [**see Appendix B**] Completed Days 1, 2, 3)

Classroom Observations [**see Appendix C]** Classroom Management Day 1, Teaching Strategies & Student Engagement Day 2 & Lesson Structure Day 3

Classroom Behaviour reflection [**see Appendix G**]

Tier 1 Learning Environment Plan **[see Appendix D]**

These observations and data recording sheets are to support your planning preparation to teach a lesson

	What is Intended Learning	**How will you engage Learning**	**How will you assess Learning**	**Reflections to improve student Learning**
Day 1 **Targeted Observation & Reflection** **Ensure you are Collecting required** Artefacts of ED2491 Assessment Tasks	Engage in a professional expectations dialogue with SBTE and discuss ED2491 Placement Goals Discuss teacher-directed approaches to learning Discuss how SBTE works towards alignment of intended, enacted and assessed learning in the classroom Discuss PST delivered teacher-directed lesson to be planned and taught on Day 4 Identify Intended learning for the day 4 lesson	PST provides incidental support to student learning (individual and small groups) PST take the initiative to know learners and contribute to their learning and engagement The analysis of the Appendices **ABC and review of D** will inform your planned lesson on Day 4	Observe and record class routines and procedures Complete classroom observation Appendix C Recording Sheet for Classroom Management Begin ethically & confidentially developing 3 student Individual Learner Profiles (Appendix B) demonstrating learning readiness currently 'below' 'at' 'above' achievement standards Ethically & confidentially begin to develop a whole class description (Appendix A) showing evidence of learning	Co-reflect with SBTE about your observations of class routines and procedures to support student well-being and student safety Co-reflect upon the observations from the Classroom Management Recording Sheet to identify an incident or pattern of behaviour to focus on for the Behaviour Reflection Sheet Co-reflect with SBTE about initial observation of readiness for learning Co-reflect upon observations of the alignment of the intended, enacted and assessed learning

Suggested focus points using the Placement Portfolio artefacts **to engage in professional dialogue and reflective practice with SBTE**

Ethical and confidential use of Data. School or system approaches to ensure appropriate measures of databases (including interactive data, e.g., Dojo) are secure and confidential.
SBTE's approach to supporting and planning for learner diversity within the class. Strategies to promote and support diversity and cultural awareness.
What decisions are considered in the planning of a lesson?

Day	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
Day 2 **Targeted Observation & Reflection** **Ensure you are Collecting required** Artefacts of ED2491 Assessment Tasks	SBTE model planning and development ofenacted learning to structure a lesson – including the transition between the stages Discuss and guide PST in developing the progression/continuum for assessing learning, including learner needs – particularly in literacy and numeracy and inclusive participation and engagement Discuss features/characteristics of classroom environment that support learning Continue to discuss and prepare PST to deliver a teacher-directed lesson to be planned and taught on Day 4 in light of PST's analysis and co-reflection of • classroom management • student engagement • observed teaching strategies	SBTE model teaching strategies, particularly in literacy and numeracy, to support learners' needs and strengths SBTE model differentiated teaching strategies catering to the needs of targeted students PST - Observe and record teaching strategies and how 3 focus students engaged in learning and interacted with their peers Appendix C Recording Sheet for Teaching Strategies SBTE model practical approaches to manage behaviour to support inclusive participation and engagement PST provides incidental support to student learning (individual and small groups) PST take the initiative to know learners and contribute to their learning and engagement	Observe and record teaching strategies, particularly in literacy and numeracy and inclusive participation strategies Collect and gather evidence oflearner progression – the assessed learning Review and ethically select data and evidence of strategies to support inclusive participation, engagement, well-being and safety Continue to develop 3 student Individual Learner Profiles (Appendix B) demonstrating learning readiness currently 'below' 'at' 'above' achievement standards Complete Student Engagement Observation Appendix C	Co-reflect on a lesson and its progression from one step to the next and how it achieved the lesson outcomes (choose a science or Maths or specialisation lesson, if possible, to observe during the week) to support other SP1 subjects being studied Co-reflect with SBTE concerning your observations of teaching strategies and how they supported learners' needs and strengths and inclusive participation and engagement Co-reflect with SBTE concerning your observations of how 3 focus students engaged in learning and interacted with their peers

Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE

The correlation between establishing class routines and procedures and establishing a safe and supportive learning environment—how does this support learning?
A discussion about the code of ethics we as teachers are guided by to ensure we are role models for our students.
How is the landscape changing? Has that influenced your teaching philosophy and principles during your career?
Discuss practical approaches to manage challenging behaviour to support inclusive participation and engagement.

	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
Day 3 **Targeted Observation** **Analysis & Planning** **Ensure you are Collecting required** Artefacts of ED2491 Assessment Tasks	SBTE model planning and the development of the structure of a lesson to include learner needs – differentiation for literacy and numeracy Learning focus and aligned teacher-centred teaching strategy for the lesson to be taught Discuss learner progression to supportPST to plan the draft lesson, based on intended learning, learner needs and assessed learning Final discussion and preparation for PST to deliver a teacher-directed lesson to be planned and taught on Day 4 in light of PST's analysis and co-reflection of • student engagement • observed teaching strategies • lesson structure • learning plan environment PST designs a plan of intended learning using Lesson Plan Appendix E and making decisions informed by the analysis of Appendices A, B, C and reviewed D These considerations will help PST in creating a classroom supportive of learning	SBTE model strategies to strategies to support inclusive student participation and engagement in classroom activities SBTE model teaching strategies, particularly the ways to differentiate for student literacy and numeracy needs and strengths Observe STBE's lesson transition – complete Appendix C Recording Sheet for Lesson Structure Provide incidental support tostudent learning (individual and small groups) Take the initiative to know learners and contribute to theirlearning and engagement	Complete 3 student Individual Learner profiles (Appendix B) demonstrating learning readiness currently 'below' 'at' 'above' achievement standards Observe and record differentiated teaching strategies and how the three students engaged in learning and interacted with their peers Collect and gather evidence of learner progression – the assessed learning Refine Whole class profile	Co-reflect strategies to create and sustain a positive learning environment Co-reflect with SBTE on your observations of the planned differentiated teaching strategies and how they supported learner needs and strengths and inclusive participation and engagement Co-reflect on an observed SBTE's lesson using your completed Recording Sheet for Lesson Structure Discuss lesson transition strategies and techniques that the teacher uses with whole class as well as with individuals or small groups Review Appendix D – Tier 1 Learning Environment Plan to support you Forster a safe and supportive learning environment – utilise information of observed patterns of behaviour, whole class and learner profiles

Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE

Ways to establish positive classroom environments to support student engagement.

Are student engagement, academic self-efficacy and motivation predictors of academic performance? Whole school or classroom-specific strategies that support students' well-being and safety and strategies to develop and build students' and own teacher resilience.

	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
Day 4 **Enactment of Lesson & Reflective Practice** **Ensure you are Collecting required** Artefacts of ED2491 Assessment Tasks	SBTE continue to model planning and the development of the structure of a lesson to include strategies that reflect a positive classroom environment to support student learning	SBTE model differentiated teaching strategies developingstudents' engagement in learning PST Deliver teacher-directed lesson Provide incidental support tostudent learning (individual and small groups)	Observe and record practical approaches to manage challenging behaviour to supportinclusive participation and engagement PST collects and gathers evidence of learner progression during the taught lesson – the assessed learning	PST to individually analyse evidence of learning to identify suggestions for next step learning, including possible student-centred approaches to their learning Co-reflect upon use of classroom management to support student learning during taught lesson Complete Reflection on Classroom Behaviour Management Appendix G Reflect on teacher resilience and alignment with QCT Code of Ethics Prepare the above analysis Appendix F (Analysis of Learning) for Day 5 co-discussion planning

Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE

Planning for student engagement and learning as a process and not as a product.

SP1 Subject Cross-Curriculum Discussion (ED2193/AF2092, ED2195 & ED2991)

Discuss reasons and the appropriateness for choosing **explicit teaching**, **inquiry**, and **guided-inquiry** models of instruction as a teaching strategy with mathematical content.
What are ways you can support children's diverse needs and strengths and the role ICT tools play to facilitate and showcase learning development.
What are some challenges and rewards of student-centred learning pedagogies and having students engage in that 'active' engagement in the learning process for approaches like inquiry-based and guided inquiry-based learning? What are common misconceptions prevalent in a science conceptual area? What teaching strategies support learning and clear up such misconceptions?
How are the Aboriginal and Torres Strait Islander Histories and Cultures Cross-curriculum priorities addressed through teaching areas?

<table>
<tr><th></th><th>What is Intended Learning</th><th>How will you engage Learning</th><th>How will you assess Learning</th><th>Reflections to improve student Learning</th></tr>
<tr><td rowspan="2">Day
5

Next Step Planning

Ensure you have Collected all required
Artefacts of ED2491 Assessment Tasks</td><td>SBTE model planning and development of the structure of a lesson and its progression from one step to the next to achieve lesson outcomes, including learner needs

PST

1. Present analysis of assessed learning to SBTE (Appendix F)
2. Propose ‘next steps’ for student learning including opportunities for student-directed learning
3. Prepare ethical considerations for returning classroom management
4. Record/document SBTE’s feedback for Portfolio</td><td rowspan="2">Provide incidental support to student learning (individual and small groups)</td><td rowspan="2">Observe how SBTE provides feedback to support learner progression to meet the success criteria</td><td>Reflect upon your written philosophy in light of your new learnings from this Professional Experience

Co-reflect upon achieved ED2491 Placement Goals and Professional Experience using the portfolio with SBTE</td></tr>
<tr><td>SBTE
1. Discuss & provide feedback on the effectiveness of PST’s suggestions for the next step learning</td><td>Completion of Ethical Collection of Data about Learners Report is signed by PST & SBTE

Submitted with ED2491 Assessment Task 3</td></tr>
<tr><td colspan="5">Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE

Planning for engaging learning has the focus of a ‘plan’ – procedure for a lesson, a product and the broader view of ‘planning’. Discuss the broader perspective. The engagement of learning and how do we know if learning has occurred? How do we assess if learning has happened, and what do we do next?</td></tr>
</table>

ED2491 Professional Experience Portfolio

The Portfolio is a **working document** to be used **continually** throughout the Placement, guiding reflective practice discussions between the SBTE and PST. The specific artefacts should be evidence of the relevant Australian Professional Standards for Teachers (APST) descriptors and will be needed to support Subject Assessments.
The Preservice Teacher will **discuss** with the Site-Based Teacher the required artefacts for assessment prior to or on the first day of the Professional Experience Phase. The Site-Based Teacher Educators view the completed Professional Experience Portfolio to **inform** their assessment of the Preservice Teacher's performance over the Professional Experience Phase. The SBTE, SC or visiting JCU representative may **view** the Portfolio at any time throughout the Placement.

Structure	Suggested Artefacts for inclusion
Personal statement	Written philosophy of how to engage all learners for learning. Include scholarly references (150 – 200 words)
Planning effectively	**Understanding Learners** • Whole class profile [Appendix A] **APST 1.1, 1.3** • 3 learner profiles annotated to how gathered knowledge of needs may affect learning and where differentiation may be required [Appendix B] **APST 1.1, 1.3, 1.5**
	Understanding Planning • Observations notes detailing a range of differentiated teaching and learning strategies enacted to support and engage all learners [Appendix C Learning Strategies] **APST 2.1** • Observation notes of SBTE's lesson structure and the organisation of content [Appendix C Lesson Structure] **APST 2.2** • PST's lesson plan [Appendix E] **APST 2.2, APST 3.1, 3.2** • Documented notes from SBTE's lesson plan feedback **APST 6.3**
Teaching effectively	**Understanding Teaching** • Observation notes of differentiated teaching strategies with attention on literacy and numeracy, including resources customised or created by the SBTE, to facilitate student learning through differentiated strategies [Appendix C Learning Strategies] **APST 2.1** • Reflection notes on own teaching strategies to facilitate student learning, including the use of appropriate vocabulary to support learners develop conceptual knowledge [Appendix G] **APST 3.5, 3.6** • Documentation of SBTE feedback on PST's effectiveness for suggestions concerning next step learning Assessment Task 3
Managing effectively	**Understanding Positive Learning Environments** • Records of classroom routines and procedures to support inclusive participation, engagement well-being and safety [Appendix C Classroom management] **APST 4.1** • Observation notes and analysis of strategies to create and sustain a positive learning environment to support student engagement [Appendix G Classroom behaviour reflection] **APST 4.1** • Techniques to establish a positive learning environment to engage learners [Appendix D Tier 1 Learning Environment Plan] **APST 4.2**
Assessing	**Understanding feedback and checking for understanding** • Observation notes on how SBTE provides purposed feedback to support learner progression **APST 5.2** • Student example from focus students to identify assessed learning and next step learning suggestions [Appendix F Analysis of Learning] **APST 5.4**
Professional Conduct	**Demonstrating professional conduct** • Seeks formative feedback to plan for next phase of placement **APST 6.3**
Reflection	**300-word reflection on Professional Experience to strengthen and consolidate your learning in preparation for the next placement. Suggestions to focus upon for the Reflection.** • Focus on planning and teaching learners with diverse needs and strengths, with particular attention to literacy and numeracy, which impact their readiness to learn • Focus on an effectively planned procedure of a lesson upon intended curriculum outcomes/ learning intentions/student learning • Focus on the broader view of planning beyond a finished product and as an iterative process of engaging learners in learning • Reflection notes on own resilience and understanding of the values of the QCT Code of Ethics

Ensure you have your Portfolio when attending Professional Experience Workshops

College of Arts, Society & Education
BACHELOR OF EDUCATION

ED2491 Primary Online

ED2491 Professional Experience Formative 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**	

Day	Learning Areas	Date	SBTE Signature
1			
2			
3			
4			
5			
Completed and Discussed professional portfolio			☐

Constructive feedback will support the PST in planning for their next phase of Placement, building upon enacting the teaching and learning cycle.

How did the PST consider the learner to plan to learn? How did they reflect upon their observations to make planning decisions?

How did the PST consider the need for differentiated teaching strategies with attention to literacy and numeracy, including resources customised or created by the SBTE, to facilitate student learning through differentiated strategies? How did the PST's choices of teaching strategies facilitate student learning?

Consider how the PST explored classroom management to support and foster engagement and achievement.

Is the PST receiving constructive feedback in a positive and professional manner?

Suggested Focus for next Placement.

ED2194 Goals and Placement Overview

PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED2194

This infographic explains the overarching goals for the ED2194 Work Integrated Professional Experience program

GOAL 1

Draw on the teaching and learning cycle to develop knowledge of the literacy strands Co-plan and independently teach a sequence of lessons to respond to the diverse learning needs and strengths of students with close guidance from SBTEs

PTAR

GOAL 2

Begin to develop agency and greater responsibility in planning and teaching a sequence of lessons

GOAL 3

Focus upon approaches to Oral Language and Reading Development & Fluency and the decisions made when planning for effective learning to support student needs and strengths

GOAL 4

Support readers in their development of a variety of reading skills & strategies

Expectations dialogue
Discuss Subject Assessment Requirements
Arrange specialised subject timetable

PST SBTE
Discuss English unit plan and required lessons

SBTE Model Reading Approach

Student Portfolio & Reading Observation

Targeted Classroom Observation

Co-planning Discussions & Consideration

SBTE model text knowledge development

Student Portfolio & Reading Observation

DAY 1 & 2

Continue targeted classroom observation

Co-Teach lessons → Co-analyse evidence of learning → Planning decisions informed by analysis

Diarised reflections developing strengths of teaching reading

SBTE model key concepts for the teaching of reading

Begin planning sequence of lesson for Final Week

DAY 3 & 4 & 5

Gradual Release of Responsibility for the Planning, Teaching, Assess, Reflecting Cycle

Reading Lessons - Group or Class
English or Curriculum Area Text
Focus on sequencing the development of a reading skill & strategy across the 3 lessons

FINAL WEEK

ED2194 OVERVIEW

ED2194 Learning Tasks in Detail

This Placement builds CONTEXT for the PST before beginning Approaches to Oral Language and Reading Development in Primary School
Preservice Teachers will be exposed to SBTE modelling access and engagement with the curriculum and the content and teaching strategies for the development of reading. The placement provides opportunity for the SBTE to model the navigation of Pedagogical Curriculum knowledge to teach Reading.

	Intended Learning - Plan	**Engaged Learning - Teach**	**Assessed Learning Assess**	**Reflections to improve Student Learning Reflect**
Day 1 **Observation & Planning Discussion**	Engage in a professional expectations dialogue with SBTEand discuss ED2194 Placement Goals – Ethical Collection of Data Form Discuss Assessment Item 2 requirements re: your progressive development throughout the placement regarding the quality of your practices for the teaching of reading Update returning PST (or acquaint new PST) of new students,routines and procedures supporting the positive classroom environment PST discuss relevant English unit plan and resources for individual lesson intent for the co-planned lessons for week 1 Discuss the intended lesson plans for reading experiences in preparation for the enactment of teaching Discuss the overall weekly literacy program and how that is represented, i.e., the literacy block/individual lessons/commercial programs (i.e., Heggerty's) Discuss the teacher's approach to developing a reading program Discuss the opportunity to teach 1 lesson with PST's Specialisation during the Placement (Lesson Templates)	Complete a classroom library inventory – Library Inventory Template SBTE model practice of 'shared' 'modelled' or 'guided reading' of a text (any curriculum area or group) and dependent on timetable SBTE model differentiated teaching strategies to support engagement in learning and with texts – across all curriculum areas and/or accounting for the 4 Resources of the Reading (ED2194 Currency of Balanced Approach) Specialisation Suggestions Visit another class, if required to: - HPE lesson observation Evaluate how the 5 propositions that inform the design of HPE teaching & learning experiences are guiding enacted practice(s) in school Science lesson observation Complete the Guided Observation -Template SBTE model differentiated teaching strategies within PST's specialisation area or–if timetabled PST provides incidental support to student learning (individual and small groups) & initiative to know learners and contribute to their learning and engagement	Observe and record the reading behaviours of either an emergent, beginning or fluent reader at their Instructional Level during independent reading time - Reading Observation Template Observe approaches and strategies – e.g., *routines, expectations, learner literacy readiness,communications, active supervision* to engage and support student participation and engagement Ethically & confidentially REVIEW or DEVELOP 3 individual student Learner profiles demonstrating currently'below' 'at' 'above' English achievement standards, including literacy progression	Co-reflect with SBTE about their library decisions to support curious and lifelong readers Co-reflect on your understanding of how teaching strategies and/or strategies for engaging and motivating learners support student learning Discussion of applicable pedagogy for teaching and/or developing fluency & self-extending reading Discuss lesson transition strategies and techniques that the teacher uses with whole class as well as with individuals or small groups (e.g. reading rotations or literacy blocks)

	Discuss the term's intended unit plan/overview, formative/summative assessment in preparation for planning & co-teaching **6 lessons** in week 1 **4** x English/reading experiences (independently teach 1 of the co-planned reading events) **1** x PST's Specialisation **1** x Co-planned & co-teach Health **or** HASS (timetable dependent) to implement coursework SP2 curriculum			

Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE

Does the school adopt a whole-school literacy approach or program to support reading? What structures (e.g., scheduled or regular literacy blocks timetable) or shared literacy resources (e.g. collaboratively developed or recognised program) has the school adopted? What initiated the decisions for the approach and what data supports the success of the whole school approach/program? What system does the school/class use to describe levels of reading?

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve student Learning - Reflect
Day 2 **Planning**	Guided co-planning discussion with PST to support the planning of 3 English lessons/ Reading Groups (reading focus) *(address the use of digital literacy for respective year level* Co-Planning discussion considerations • Prior knowledge & skill level • Approaches to oral language development, e.g. word knowledge (i.e. morphemic) & EAL/D • Reading fluency & comprehension • Choice of Shared/Modelled/Guided/Independent approach & process for the approach Draw PST's attention to the constructive alignment of content, pedagogy and assessment and the sequence of lessons Model access and engagement with the English curriculum that supports explicit teaching of reading PST independently writes up lesson plans (reading group or whole class) for **feedback and planned enactment Day 3-5** or another curriculum area lesson with a focus on the following • Analysing, interpreting and evaluating texts Discuss the planning of behaviour management plans with Tier 1 universal approaches to engage learners	SBTE model differentiated teaching strategies supporting student engagement in learning SBTE model practice of 'shared' 'modelled' or 'guided reading' of a text (any curriculum area or group) and dependent on timetable SBTE model (either incident or planned) how to develop • contextual knowledge of a text • semantic, grammatical, graphological/phonological sources of information • optional skills in reading as a code breaker, text participant, text user and text analyst (Understanding of 'Text' built upon ED1421 knowledge of text) Model the integration of digital literacies and how the content relates to the appropriate level of digital literacy learning continuum SBTE guide PST in the co/team teaching of planned lessons PST take the initiative to know learners and contribute to their learning and engagement	Observe and record the reading behaviours of either an emergent, beginning or fluent reader at their Instructional Level during independent reading time - Reading Observation Template Observe and record differentiated subject-specific strategies that support inclusive participation, engagement Observe how integration of digital literacies supported learning General Capabilities: Digital Literacy Collect and gather evidence of learner progression for the specific focused reading skill – the assessed learning Continue developing 3 studen Individual Learner profiles to inform decision-making	Co-reflect on your understanding of how teaching strategies for the teaching of reading were differentiated to support the diverse needs Analyse how the contributions of digital literacies support a range of differentiated learning opportunities for diverse students Co-reflect upon your teacher's observations and your building knowledge base and understanding of - • contextual knowledge of a text • semantic, grammatical, graphological/phonological sources of information • optional skills in reading as a code breaker, text participant, text user and text analyst Co-reflect on observed preventative approaches and strategies that supported the development of positive learning behaviour Begin diarised reflections based on SBTE feedback - developing strengths as a teacher of reading – Assessment Item 2

Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE

How digital literacy supports a range of differentiated learning opportunities for diverse students. How do you face the challenge of supporting students in safe, responsible, and ethical practices? The role of digital literacy in teaching, learning and assessment and how it promotes critical and creative thinking skills. How to enhance subject learning and success with Digital Literacies?

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve student Learning - Reflect
Day 3 **Planning Teaching**	Review planned lesson plans and PST adjusts according to feedback concerning the constructive alignment of content and assessment Continue the guided co-planning discussion with PST to support the planning required lessons Co-plan & model considerations and discussion to support PST to plan independently • Backward mapping from the assessment supporting key intent of the lesson is aligned with either formative and/or summative • Phases of learning in a lesson (call upon prior knowledge from ED2491) • Timing of lesson and completion of learning outcomes/experiences/tasks (realistic timing in the context of the class) • Reading specific conceptual knowledge – e.g. how grammar/language emphasises text in context (genre specific) Discuss planning differentiated strategies for the diverse learners with attention to 3 focus students PST independently writes co-planned lessons for review and feedback	SBTE guide PST in the co/team teaching of planned lessons SBTE model practice of 'shared' 'modelled' or 'guided reading' of a text (any curriculum area or group) and dependent on timetable Model how key concepts (e.g. grammar or sentence structure) are identified and emphasised throughout a lesson Model ways to gain evidence of how students understand and use • contextual information • semantic, grammatical, graphological/phonological information • optional - assume different roles when reading Model differentiated teaching strategies and formative assessment strategies within a lesson checking for understanding and supporting the progression of learning	Observe and record the reading behaviours of either an emergent, beginning or fluent reader at their Instructional Level during independent reading time - Reading Observation Template PST - Collect and gather evidence of learner progression – the assessed learning Observe & record strategies/questions SBTE uses to gain information about student reading behaviours to decode and comprehend a text – Strategy Observation Template Observe formal and/or diagnostic strategies to assess reading - decoding & comprehension and reading behaviours Observe approaches used to represent content in different ways to engage and motivate learners Observe SBTE's feedback strategies to support studentlearning Observe and record formative assessment strategies evidence of learner progression - assessed learning Continue developing 3 student Individual Learner profiles demonstrating 'below' 'at' 'above' representative of the achievement standard	Co-analyse evidence of learning to identify suggestions for next step planning for learning Support PST to identify where learners are in terms of reading development Co-reflect upon teacher observations Use evidence of assessed learning to co-reflect upon the differentiated formative assessment strategies and how they supported learner needs and strengths Begin analysing 3 focus student profile data to address planning needs to engage learners for independently planned lessons Continue diarised reflections Assessment Item 2

Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE

What reading checklists or profiles support reading assessment? How regularly are running records taken to assess student's reading behaviour?
Ways to support EAL/D learners with reading. How effective is the integration of digital literacy for the purposes of introducing, reinforcing, enriching, assessing, and supporting diverse needs to engage in learning and meet learning outcomes? In what ways does the SBTE utilise digital literacies for subject-specific purposes? How can the learning area be used to encourage students to be digitally literate citizens?

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve student Learning - Reflect
Days 4 & 5 **GRR Independent Teaching**	Review planned lesson plans and PST adjusts according to feedback concerning the constructive alignment of content, pedagogy, and assessment Discuss the process of sequencing lessons for a unit of work to align with the assessment and teaching and learning intent in preparation for PST to plan Final Week's 3 consecutive lessons independently SBTE explicitly link the content to ACARA content descriptions and elaborations and assist PST navigate curriculum documents Explain decision-making considerations when planning for feedback to support learner progression Begin Planning **6 lessons for Week 2** • **4** English/reading experiences ensuring a sequence of learning across at least 3 lessons) Guided discussion for a sequence of lessons - to demonstrate the sequencing and developmental progression of oral language, reading fluency and comprehension • **1** lesson of PST's Specialisation for Week 2 • **1** x Co-planned & co-teach Health **or** HASS (timetable dependent) to implement coursework SP2 curriculum	PST independently teach the co-planned lesson Model approaches (both in the moment and planned) to check for understanding and provide feedback for learner progression Model strategies to re-engage learners and support positive behaviours of learning PST contribute to student learning and engagement	Collect and gather evidence of learner progression – the assessed learning Observe and record approaches to gauge learner understanding and types of feedback to support learner progression Observe approaches and recognise SBTE's chosen micro-skills implemented to reengage learners (ESCM) Observe how the teaching strategies and learning tasks align with the content of the lesson	PST reflect upon taught lesson upon the alignment of the intended, enacted and assessed learning – Reflective Practice Template Independently analyse evidence of learning to identify suggestions for next step planning for learning Discuss analysis with SBTE SBTE provide PST with feedback upon taught lessons and discuss PST's independent Reflective Practice Reflect upon how the feedback informed the learner about their progress toward meeting success criteria Discuss SBTE's decision for the types and times feedback provided and ways to utilise technology to provide feedback Co-reflect on student learning during the co-taught lesson and how 3 focus students engaged in learning and interacted with their peers Co-reflect on observed approaches and strategies for managing behaviour. Co-reflect & discuss PST's use of behaviour management strategies to re-engage learners SBTE review and provide PSTwith feedback on final Independently prepared lesson plans for final week Formative Discussion – ED2194 Formative Discussion Points Continue diarised reflections Assessment Item 2

Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE
Considerations for selecting texts for the reading program. How to choose 'fit for purpose or frustational' and prepare texts for modelled, guided and independent reading. What considerations are made to match students to texts – e.g. real world knowledge, cultural relevance? What elements do you include when structuring a literacy session?

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve student Learning - Reflect
Final Week	Co-plan lesson & co-teach **1 Health or HASS** (timetable dependent) to implement coursework SP2 curriculum subject learning Gradual Release of Responsibility leading to PST to plan Independently **4 Sequenced English** – focused reading lessons **1 Specialisation** lesson (or observation within another class) Plan adjustments for next step learning in preparation for each sequenced reading lesson Co-plan discussion touch point to ensure final lesson adjustments are in line with current student knowledge and unit plan progression Considerations for independent planning practice • Consider how your intended plan plans for student extension and support • How you are differentiating to support the diverse needs • Reflexibility in planning to account for unplanned/expected situations that may arise • Plan adjustments for next step learning in preparation for each sequenced lesson • Appropriateness of the content and text resources	Independently teach sequenced lessons (progression of learning) Co-teach 1 Heath or HASS Specialisation Suggestions Visit another class, if required to: - HPE lesson observation Evaluate how the 5 propositions that inform the design of HPE teaching & learning experiences are guiding enacted practice(s) in school Science lesson observation Complete the Guided Observation -Template	Independently collect and gather evidence of learner progression – the assessed learning Record student learning Record written or verbal feedback to students about their learning	Revise lesson plans according to SBTE's feedback and assessed learning Individually analyse evidence of learning to identify suggestions for next step learning and co-discuss with adjustments required for next step learning Co-reflect and SBTE provide feedback upon the alignment of the intended, enacted and assessed learning, including PST's developing strengths as a teacher of reading – Assessment Item 2 Co-reflect Professional Experience using the Professional Experience Report & Portfolio with SBTE Portfolio informs SBTE's assessment of the PreserviceTeacher's Report Ensure the Ethical Collection of Data Form has been signed to submit to ED2194 Site Complete Portfolio Reflection and annotate your written philosophy in light of your new learnings from this Professional Experience and Professional Experience goals for ED2194

ED2194 Professional Experience Portfolio

The table below summarises the relevant artefacts of the Professional Experience Portfolio for the Placement. It is a **working document** to be used **continually** throughout the Placement, guiding reflective practice discussions between the SBTE and PST. The specific artefacts should be evidence of the relevant Australian Professional Standards for Teachers (APST) descriptors.

The Preservice Teacher will **discuss** with Site-Based Teacher the required artefacts for assessment prior to or on the first day of the Professional Experience Phase. The Site-Based Teacher Educators view the completed Professional Experience Portfolio to **inform** their assessment of the Preservice Teacher's performance over the Professional Experience Phase. The SBTE, SC or visiting JCU representative may **view** the Portfolio at any time throughout the Placement.

Include the required Artefacts to support Assessment Item 2

Keep diarised reflections based on feedback from your SBTE around your developing strengths as a teacher of reading

Requirements	Suggested Artefacts for inclusion
Personal statement	Redeveloped teaching philosophy and how this may inform your current pedagogical approach to teaching reading (150 – 200 words)
Planning effectively	**Understanding Learners** • 3 learner profiles annotated evidence of beginning to choose an appropriate response to student needs through lesson planning and teaching **APST 1.1**, **1.3, 1.5**
	Understanding Planning • A sequence of lesson plans for a reading event (a minimum of 3) **APST 2.2** • Annotate the plans to show points of differentiation to meet diverse learning needs and strengths **APST 1.1, 1.3, 1.5** • Collected evidence of teaching and learning sequences (units of work, literacy block, planning documents) Assessment Item 2 • Evidence of where PST planned lessons 'fit' within school program/unit sequence of learning as the basis for designing independently planned lesson sequence **APST 2.3** • Lesson plans evidencing teaching strategies to support student literacy achievement **APST 2.5** • Annotated lesson plan sequence evidencing assessed learning amendments for next step learning **APST 3.2** • Record diarised reflections based upon feedback from your SBTE around your developing strengths as a teacher of reading **APST 6.3** Assessment Item 2
Teaching effectively	**Understanding Teaching** • Reflection notes or SBTE feedback of how accurately content was explained **APST 2.1** • Observation notes of teaching strategies, resources including digital literacies, customised or created by the SBTE to facilitate student learning **APST 2.1** • Annotations on plans to show a range of strategies for teaching **APST 3.3**
Managing effectively	**Understanding Positive Learning Environments** • Reflective notes upon the chosen strategies to engage and re-engage learners to develop positive learning behaviours (Draw upon ED2491) **APST 4.2**
Assessing and Recording Learning	• Annotation on student work samples or lesson plans indicating monitoring of and reflection on student learning **APST 5.1** • Reading behaviour record or running record. **APST 5.1** • Collect samples of how different assessment strategies provide data related to different skills to support reading **APST 5.1** • Record of written or verbal feedback to students about their learning **APST 5.2**
Reflection	**One-page reflection** • Reflect on how your sequenced lessons observed the alignment of content, pedagogy, and assessment to meet diverse learners' needs. • Reflect on your understanding of the ways in which your chosen strategies to teach reading engaged and motivated learners.

Ensure you have your Portfolio when attending Professional Experience Workshops

ED2194 Formative Discussion Points

This is not an exhaustive list but merely a guide to creating discussion during the ED2194 Placement
PST completes **independently** as **a Self-Appraisal Task** and then **Discusses with SBTE**
This IS NOT required to be submitted to JCU

	Signs of Developing	Focus Attention	PST Notes
	D	F	
Planning & Teaching			
Uses school curricular resources appropriately			
States clear and appropriate lesson intent			
Considers literacy and numeracy readiness and the demands for the required learning task			
Is embedding digital literacy general capabilities			
Considers the needs and strengths of all learners when planning – is aligned to the analysis of learner profiles			
Key intent of lessons is beginning to show signs of alignment with curriculum and either formative or summative assessment			
Provides clear instructions			
Organises resources for a lesson in advance and is prepared			
Understands teaching area content			
Uses a range of differentiated resources, including digital literacies			
Explains lesson content clearly			
Communicates clearly and accurately and with professional language			
Uses voice effectively: varies pitch, volume, tone and speed			
Explores a variety of questioning techniques			
Paces the lesson appropriately			
Gathers student feedback to improve practice			
Shows evidence of SBTE's feedback in future planning and practice			

Managing	**Signs of Developing**	**Focus Attention**	**PST Notes**
Getting to know students by name			
Provides clear expectations			
Develops a learning environment plan based on whole class, individual student needs and analysis of patterns of behaviour			
Recognises off-task behaviour and responds in a timely and appropriate way			
Waits for class attention before speaking			
Provides active supervision – moves to all parts of the room, varies movement patterns and uses proximity, scans the room and interacts with students while moving			
Employs active engagement strategies			
Maintains room/group routines and procedures			
Assessing			
Monitors for student understanding			
Provides timely and specific feedback to support student understanding and learning progression			
Considers types of evidence to assess learning effectively			
Reflects upon evidence of learning and attempts to plan for next step learning			
Professional Conduct			
Reflects on own teaching and with help is able to identify strengths and gaps			
Responds positively to suggestions given by SBTE and others			

College of Arts, Society & Education
BACHELOR OF EDUCATION

ED2194 Primary Online

ED2194 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 and **engagement of awareness** that meet the descriptor at the APST Graduate Career Stage		

Preservice Teachers focus on developing their decision-making processes in planning, teaching, managing, giving feedback and collegial relationships. By the end of 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).		Satisfactory		
		Well Developed	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.	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?*				

		Satisfactory		
		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?				
Managing effectively Learning environment plan				
Trials 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?*				

		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Recording of learning Assessed learning				
Developing simple methods to monitor student learning.	APST 5.1			
Developing awareness of the purpose of providing timely and appropriate feedbac students about their learning.	APST 5.2			
*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.*				

Professional Experience Overall Result			Requirements	
Satisfactory		**Unsatisfactory**	Completed 10 Days	☐
☐		☐	Completed and Discussed professional portfolio recommendations	☐
Means PST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)		**Means PST is not yet ready to proceed to next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked**	Minimum of 'Developing Adequately' in **all** descriptors.	☐

Preservice teacher'sname		**Signature** **Date**	
Supervising teacher'sname		**Signature** **Date**	
Site coordinator's name		**Signature** **Date**	

AF2702 Goals and Placement Overview

PROFESSIONAL EXPERIENCE PLACEMENT GOALS AF2702

This infographic explains the overarching goals for the AF2702 Work Integrated Professional Experience program

GOAL 1

Draw on the teaching and learning cycle to develop knowledge of the mathematics curriculum

Co-plan and independently teach a sequence of lessons to respond to the diverse learning needs and strengths of students with close guidance from SBTEs

PTAR

GOAL 2

Begin to develop agency and greater responsibility in planning and teaching a sequence of lessons

GOAL 3

Focus upon mathematical approaches made when planning for effective learning to support student needs and strengths

GOAL 4

Develop an understanding of a range of mathematical pedagogies and assessment practices

Understand the effective use of manipulates to engage learners

SEQUENCE OF DEVELOPMENT

Co-plan a sequence of lessons (at least 3)
At least 2 PST's Primary Specialised Lessons
Close guidance with lesson planning with the GRR Model
Independently prepare lesson plans - SBTE Review & Feedback
Teach 12 lessons in Total

DAY 1

Expectations dialogue
Observe & record new class routines & procedures

PST + SBTE
Close guidance discuss 4 planned lessons

Support student learning

PST Independently Prepare 4 lessons for SBTE to review

DAY 2-3

Support student learning

Feedback on 4 lessons plans

Observe & record formative assessment strategies & classroom management

Develop Learner Profiles

DAY 4-5

Observation
Support student learning

Co-plan 8 lessons GRR Model

Teach 4 lesson
Prepare 8 lesson plans

Develop Learner Profiles & gather Portfolio Artefacts

DAY 6-10

Support student learning
Independently teach 8 lessons

Coach PST formative assessment strategies

Co-reflect on teaching & Portfolio

AF2702 OVERVIEW

AF2702 Learning Tasks in Detail

This Placement aligns with weekly course learning
Model and explain strategies and effective learning and teaching of mathematics, the pedagogical decisions when planning the following - Explicit Teaching - Inquiry-Based Learning Model- Guided Inquiry Learning Models (if appropriate to your School's Pedagogical Framework) Concrete-Representational-Abstract Investigations
A sequence of Learning Progression to enact the PTAR Cycle – At least 4 lesson Plans in Sequence (Maths)
(if specialisation subject is not timetabled during Placement dates – opportunity to visit and engage with another year level or specialist teacher to support PST gain **breadth of curriculum** in specialisation area)

	Intended Learning - Plan	**Engaged Learning - Teach**	**Assessed Learning - Assess**	**Reflections to improve student Learning - Reflect**
Day 1	Engage in a professional expectations dialogue with SBTE and discuss AF2702 Placement Goals Provide and discuss relevant teaching documentation to support PST in completing placement goals • relevant curricular resources • unit plan/overview for Mathematics Term 3 • mathematics teaching and learning ideas based on explicit teaching, inquiry, and guided inquiry models (Draw upon ED2491) Draw PST's attention to the alignment required with curriculum intentions, assessment tasks and the sequence of lessons Guided discussion with PST to support planning lessons to be enacted on days 4 & 5 1 Maths lesson: Explicit instruction using at least 2 virtual manipulatives Include a CRA (Concrete-Representational-Abstract)lesson as one of the lessons you teach. Pay attention to the content strand and proficiency strands taught 1 specialisation subject lesson or 1 other curriculum area PST writes up the 2 discussed lessons for SBTE to Review	Model explicit teaching approach to mathematics, addressing the proficiency strand of Understanding, to support needs and strengthsof all learners SBTE model differentiated teaching strategies supporting student engagement in learning within other learning areas (PST's specialisation areas or other SP2 subject areas) PST provides incidental support to student learning (individual and small groups) PST take the initiative to know learners and contribute to their learning and engagement	Observe approaches and strategies and level of support– e.g. *routines, expectations, communications, active supervision* to support positive learning behaviours Observe explicit teaching approach to mathematics teaching - template Collect a work sample of how your focus students demonstrated the mathematical proficiency strand of Understanding Observe and record differentiated strategies that support inclusive participation, engagement - template Ethically & confidentially REVIEW or DEVELOP 3 Individual Learner profiles demonstrating 'below' 'at' 'above' achievement standards representative of current performance	Co-reflect on the explicit teaching approach to mathematics and strategies enacted by SBTE Use observation and reflection of explicit teaching to support planning Co-reflect on the strategies and resources used to develop mathematical proficiencies strand Discuss the integral link between the Proficiencies Strand of Understanding with the Content Strand taught in the lesson Co-reflect on observed differentiated strategies that supported inclusive participation and engagement

Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE
What strategies are used to integrate the general capability of Numeracy in their teaching and other learning areas? Discuss reasons and the appropriateness for choosing **explicit teaching**, **inquiry**, and **guided-inquiry** models of instruction as a teaching strategy with mathematical content. How do you know children understand a concept?

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve student Learning - Reflect
Day 2 & 3	Model and explain via inquiry-based learning approach to mathematics planning, addressing the proficiency strands, formative assessment to support needs and strengths for all learners Discuss differentiated strategies for diverse learners with attention to 3 focus students 1 Maths lesson: Inquiry-based teaching using at least 2 virtual manipulatives Include a CRA (Concrete-Representational-Abstract)lesson as one of the lessons you teach Pay attention to the content strand and proficiency strands taught 1 specialisation subject lesson or 1 other curriculum area PST writes up the 2 discussed lessons for SBTE to Review Discuss the planning of behaviour management plans (Learning Environment Plan) with approaches and strategies to create a learning environment and what universal supports to develop positive behaviour for learning Planning approaches and strategies to manage challenging behaviour to support inclusive student participation and engagement	Model via inquiry-based learning approach to mathematics teaching, addressing the proficiency strands, formative assessment to support needs and strengths for all learners Model differentiated teachingstrategies and formative assessment strategies PST take the initiative to know learners observing their dispositions towards mathematics and contribute to their learning and engagement Model approaches and support strategies to reengage students if required (ESCM)	Observe and record strategies and features e.g. *types of questions, scenarios and applications* to support the investigative process of the inquiry-based learning approach to mathematics teaching and its promotion ofstudent learning - template Observe and record formative assessment strategies and evidence of learner progression - assessed learning Collect a work sample of how focus students demonstrated the mathematical proficiency strand of Fluency Observe approaches and strategies managing challenging behaviour supporting inclusive student participation and engagement - template Continue developing 3 student Individual Learner profiles – attention to their dispositions towards mathematics	Co-reflect on the inquiry-based approach to mathematics and strategies enacted by SBTE and how students engaged in the process of the lesson PST engage in discussion after observation & co-reflection on what they understand to be planning considerations for inquiry-based instruction Co-reflect observed formative assessment strategies and student work samples demonstrating the mathematical proficiency strand of Fluency with the Content Strand taught in the lesson Co-reflect on observed approaches and micro-skills (ESCM) managing challenging behaviour supporting inclusive student participationand engagement Day 2 SBTE review and provide PSTwith feedback on two of the discussed Independently prepared lesson plans – PST adjust lesson plan according to feedback concerning the explicit instruction approach Day 3 SBTE review and provide PST with feedback on the final two Independently prepared lesson plans- PST adjust lesson plan according to feedback concerning the inquiry-based approach

Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE

During SBTE's teaching career, have they observed patterns of numeracy results and students' dispositions towards numeracy? Certain variables, such as background, motivation, and social support, could lead to student attitudes towards numeracy.

What approaches have you employed to develop a more positive disposition towards numeracy for your children?

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve student Learning - Reflect
Day 4 & 5	Model and explain via guided inquiry-based learning approach to mathematics planning, addressing the proficiency strands to support needs and strengths of all learners Discuss differentiated strategies for diverse learners with attention to 3 focus students Discuss differentiation in Mathematics and enabling and extending prompts and the role of ICT tools to facilitate and showcase learning FINAL WEEK PREPARATION Planning according to your School's Pedagogical Framework Begin Planning Discussions 8 Lessons for Week 2 Guided discussion with PST to support the planning of 1 maths lesson (guided inquiry-based approach) to be enacted in week 2 Guided discussion for a sequence of Maths lessons - to demonstrate a sequence of learning over a period of at least 4 lessons and based on assessed learning (1 guided-inquiry lesson) The remaining 4 lessons include PST's Primary Specialisation subject or HPE, HASS, and Science to integrate with coursework curriculum subjects currently studying SP2 or from SP1 Gradual Release of Responsibility leading to PST to plan Independently	Model via guided inquiry-based learning approach to mathematics teaching, addressing the proficiency strands, formative assessment to support needs and strengths for all learners PST Independently teach 4 Lessons 2 Maths – Explicit + Inquiry-base 1 specialisation + 1 other curriculum area Model differentiated supportive strategies – enabling and extending prompts to assist learners	Observe and record strategies to support the learning through the phases of a guided inquiry-based learning approach Observe and record strategies to assess student learning throughout the phases of the lesson - what types of data/examples provide evidence of learning PST - Collect and gather evidence of learner progression – the assessed learning for independently taught lesson Collect a work sample demonstrating how your focus students demonstrated the mathematical proficiencies strands of Problem Solving & Reasoning	Co-reflect on the guided inquiry approach to mathematics and strategies enacted by SBTE and how students engaged in the phases of the lesson Discussion about teaching adjustments made throughout the phases of the lesson based on assessed learning Discuss the integral link between the Proficiencies Strand of Problem Solving with the Content Strand taught in the lesson 4 Independent Delivered Lessons Co-reflect and SBTE provide feedback upon the alignment of the intended, enacted andassessed learning Support PST to analyse the gathered evidence of learner progression and how to inform planning for final week's sequence of maths lessons. AF2702 Formative Discussion – Review PST's progress against the Professional Experience Report or Formative Discussion Points
Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE What methods do you use as a teacher to determine what students already know? What indicators show understanding or misunderstanding? How can you support children's diverse needs and strengths? What role do ICT tools play in facilitating and showcasing learning development? What might be challenging for learners to consider when planning enabling and extending prompts?				

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve student Learning - Reflect
Final Week Gradual Release of Responsibility	SBTE review the **4** sequenced Maths lesson plans Revise lesson plans according to SBTE's feedback Discuss differentiated teaching strategies and pedagogical decisions when planning to meet the learning needs of all students Gradual Release of Responsibility leading to PST to plan Independently **4** Sequenced Learning Maths lesson **4** Chosen lessons Plan adjustments for **next step** learning in preparation for each sequenced Maths lesson	**Independently teach all independently planned lessons** Model differentiated teaching strategies to engage diverse learners Model feedback strategies to students to support their learning progression	PST - Collect and gather evidence of learner progression – the assessed learning Record student learning Record written or verbal feedback to students abouttheir learning Observe and record differentiated strategies to support student needs and strengths, along with formative assessment to reflect student learning Observe & record the feedback strategies SBTE utilises to support student's learning progression - template	PST to individually analyse evidence of learning to identify & plan for next step learning Co-reflect and SBTE provide feedback upon the alignmentof the intended, enacted andassessed learning PST engage in Reflective Practice upon their taught lesson Discuss reflection with SBTE SBTEprovide feedback Co-reflect on the observed differentiated strategies that supported student learning Discuss types of feedback provided to students to work towards summative assessment Co-reflect Professional Experience using the Professional Experience Report & Portfolio with SBTE Portfolio informs SBTE's assessment of the Preservice Teacher's Report Complete Portfolio Reflection and annotate your written philosophy in light of your new learnings from this Professional Experience and Professional Experience goals for AF2702

Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE

What are some challenges and rewards of student-centred learning pedagogies and having students engage in that 'active' engagement in the learning process for approaches such as inquiry-based and guided inquiry-based learning?

What are different ways to engage students with information during maths lessons?

What are different ways students can express their learning?

Effective ways to positively engage with parents/carers and the community that support student learning

AF2702 Professional Experience Portfolio

The table below summarises the relevant artefacts of the Professional Experience Portfolio for the Placement. It is a **working document** to be used **continually** throughout the Placement, guiding reflective practice discussions between the SBTE and PST. The specific artefacts should be evidence of the relevant Australian Professional Standards for Teachers (APST) descriptors.

The Preservice Teacher will **discuss** with Site-Based Teacher the required artefacts for assessment prior to or on the first day of the Professional Experience Phase. The Site-Based Teacher Educators view the completed Professional Experience Portfolio to **inform** their assessment of the Preservice Teacher's performance over the Professional Experience Phase. The SBTE, SC or visiting JCU representative may **view** the Portfolio at any time throughout the Placement.

Requirements	**Suggested Artefacts for inclusion**
Personal statement	To be a teacher of mathematics in a primary school setting P- 6, what is your philosophy of mathematics to prepare students to become numerate as they develop the knowledge and skills to use mathematics? Include scholarly references (150 – 200 words)

Planning effectively	**Understanding Learners**
	• 3 updated learner profiles to support planning decisions
	• Learner needs of students from **3** of the following focus groups **(Supports Assessment Item 1)**
	  ○ The gifted
	  ○ Children/students with a learning disability
	  ○ Indigenous children/students
	  ○ Children/students who speak English as an Additional Language or Dialect (EAL/D)

	Understanding Planning • A maths sequence of lesson plans (at least 3) • Annotate the plans to show points of differentiation to meet diverse learning needs and strengths and the use of manipulatives also to meet diverse needs
Teaching effectively	**Understanding Teaching** • Observation notes of teaching strategies, resources including ICT, customised or created by the SBTE to facilitate student learning • Work samples to demonstrate the Strands of Proficiency • Annotations on the plans to show a range of teaching strategies and resources (including the use of ICT to facilitate learning) **(Supports Assessment Item 2)** • Dependent on context: acknowledges Aboriginal and Torres Strait Islander cultures and communities to enhance student learning • Dependent on context, observe lessons across your SP2 subjects and specialisation
Managing effectively	**Understanding Positive Learning Environments** • Records of classroom routines and procedures • Observation notes of strategies that support inclusive student participation and engagement • Observation notes of strategies to manage challenging behaviour • Annotations on school discipline and welfare policy resources
Assessing and Recording Learning	**Understanding feedback and checking for understanding** • Collect a minimum of 3 pieces of a variety of numeracy assessments – diagnostic, formative andsummative (and your specialisation if possible, to support integrated coursework learning • Record of written or verbal feedback to students about their learning • Annotation on student work samples or lesson plans indicating monitoring of and reflection on student learning
Professional Conduct	**Demonstrating professional conduct** • Notes on strategies that support students' well-being and safety • Notes on effective ways to positively engage with parents/carers and the community that support student learning
Reflection	**One-page reflection** • Reflect upon each of the 3 models of teaching mathematics - Explicit Teaching – the Inquiry-Based Learning Model- The guided Inquiry Learning Model, and the key components of mathematics teaching and learning based on these models. **(Supports Assessment Item 2)**

AF2702 Formative Discussion Points

This is not an exhaustive list but merely a guide to creating discussion during the AF2702 Placement
PST completes **independently** as **a Self-Appraisal Task** and then **Discusses with SBTE**
This IS NOT required to be submitted to JCU

	Signs of Developing	Focus Attention	PST Notes
	D	F	
Planning & Teaching			
Uses school curricular resources appropriately			
States clear and appropriate lesson intent			
Considers literacy and numeracy readiness and the demands for the required learning task			
Is embedding digital literacy general capabilities			
Considers the needs and strengths of all learners when planning – is aligned to the analysis of learner profiles			
Key intent of lessons is beginning to show signs of alignment with curriculum and either formative or summative assessment			
Provides clear instructions			
Organises resources for a lesson in advance and is prepared			
Understands teaching area content			
Uses a range of differentiated resources, including digital literacies			
Explains lesson content clearly			
Communicates clearly and accurately and with professional language			
Uses voice effectively: varies pitch, volume, tone and speed			
Explores a variety of questioning techniques			
Paces the lesson appropriately			
Gathers student feedback to improve practice			
Shows evidence of SBTE's feedback in future planning and practice			

Managing	**Signs of Developing**	**Focus Attention**	**PST Notes**
Getting to know students by name			
Provides clear expectations			
Develops a learning environment plan based on whole class, individual student needs and analysis of patterns of behaviour			
Recognises off-task behaviour and responds in a timely and appropriate way			
Waits for class attention before speaking			
Provides active supervision – moves to all parts of the room, varies movement patterns and uses proximity, scans the room and interacts with students while moving			
Employs active engagement strategies			
Maintains room/group routines and procedures			
Assessing			
Monitors for student understanding			
Provides timely and specific feedback to support student understanding and learning progression			
Considers types of evidence to assess learning effectively			
Reflects upon evidence of learning and attempts to plan for next step learning			
Professional Conduct			
Reflects on own teaching and with help is able to identify strengths and gaps			
Responds positively to suggestions given by SBTE and others			

College of Arts, Society & Education

BACHELOR OF EDUCATION

AF2702 Primary Online

AF2702 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**		
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 and **engagement of awareness** that meet the descriptor at the APST Graduate Career Stage			

Preservice Teachers focus on developing their decision-making processes in planning, teaching, managing, giving feedback and collegial relationships. By the end of 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).		Satisfactory		
		Well Developed	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.	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?*				

		Satisfactory		
		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?

Managing effectively Learning environment plan				
Trials 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?*

		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Recording of learning Assessed learning				
Developing simple methods to monitor student learning.	APST 5.1			
Developing awareness of the purpose of providing timely and appropriate feedback students about their learning.	APST 5.2			
*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.*				

Professional Experience Overall Result			Requirements	
Satisfactory		**Unsatisfactory**	Completed 10 Days	☐
☐		☐	Completed and Discussed professional portfolio recommendations	☐
Means PST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)		**Means PST is not yet ready to proceed to next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked**	Minimum of 'Developing Adequately' in **all** descriptors.	☐

Preservice teacher's name		**Signature** **Date**	
Supervising teacher's name		**Signature** **Date**	
Site coordinator's name		**Signature** **Date**	

Placement Appendices

All digital PDF and Word Format Appendices are in the Professional Community Site—Resources—2nd Phase Placement 2024—Templates Folder. Please download the required Templates in preparation for Placement. All templates scaffold and support targeted observations guiding intentional learning outcomes and lead the PST in critical reflection to develop their practices as Educators.

ED2491 Templates

Form - *Ethical Collection of Data about Learners Collection of Artefacts* – [Assessment Task 3]
Appendix A – *Whole Class Description* [Day 1 & 2]
Appendix B – *Individual Learner Profiles* [Day 1,2,3]
Appendix C – *Classroom Observations*

- *Classroom Management - Template for recording Classroom Management* [Day 1]
- *Teaching Strategies*- Template for recording Teaching Strategies [Day 2]
- *Indicators of Student Engagement* - Template for recording Indicators of Student Engagement [Day 2]
- *Lesson Structure - Template for recording Lesson Structure* [Day 3]

Appendix D – *Tier 1 Learning Environment Plan (prior to placement as required by Assessment Item 2)*
Appendix E – *Lesson Plan* [informed by analysis of ABC and supported by D]
Appendix F – *Analysis of Learning (from your enacted lesson* [Day 4]
Appendix G – *Reflection on Classroom Management* [after enacted lesson and in light of your Tier 1 Learning Environment Plan]

ED2194 Templates
Form - Ethical Collection of Data about Learners Collection of Artefacts
Library Inventory Template
Reading Observation Template
Strategy Observation Template
Guided Science Observation Template
Guided HPE Observation Template

AF2702
Explicit Teaching Approach Observation Template
Differentiated strategies Observation template
Inquiry-based Approach Observation Template
Behavioural Observation Template
Feedback Observation Template

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