



Bachelor of Education (Early Childhood Education)

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



Engage in Play-Based Pedagogy

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 ECE

PLACEMENTS

1

ED2491

school - setting

ED2094

school setting

2

3

ED2097

prior to school setting

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

ED2094

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

ED2097

Play Base Learning



Observe SBTE plan for learning through child-initiated, teacher-initiated, collaboratively planned and spontaneous play-based experiences

Engage in the interactive process for curriculum decision making

Plan intentional play-based learning experiences informed by the child's development and develop awareness for opportunities to extend learning



ED2491 - 5 DAYS ED2094 - 10 DAYS
ED2097 - 10 DAYS

Second-year students who are enrolled in this subject sequence ED2491, AF2703 and ED2097 are required to complete the transition subject **AF2703 Independent Studies, Early Childhood Mathematics and Numeracy 1** instead of **ED2094 Approaches to Oral Language and Reading Development in the Early Years**.

STRUCTURE OF PROFESSIONAL EXPERIENCE

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


PLACEMENTS

<p>1</p> <p>ED2491</p> <p>school - setting</p>	<p>AF2703</p> <p>school setting</p> <p>2</p>	<p>3</p> <p>ED2097</p> <p>prior to school setting</p>
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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

AF2703

Embedded in Mathematics and Numeracy Education in the early childhood program


 

Exploring Mathematical Learning Models - Explicit, Inquiry, Guided Inquiry


PST co-plans and teaches a sequence of lessons, with close guidance from the SBTE and takes greater responsibility and independence as the placement progresses

ED2097

Play Base Learning

 Observe SBTE plan for learning through child-initiated, teacher-initiated, collaboratively planned and spontaneous play-based experiences

Engage in the interactive process for curriculum decision-making

 Plan intentional play-based learning experiences informed by the child's development and develop awareness for opportunities to extend learning

ED2491 - 5 DAYS AF2703 - 10 DAYS
ED2097 - 10 DAYS

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 Periods 81-86

Level 1 Subjects

Educational Psychology: Learners and Learning	Education Perspectives and Practice
Foundations of Language and Literacy in Education (10-day placement in a 3-5 year old setting)	Teaching Mathematics and Numeracy in Primary and Early Childhood Settings (5-day placement in a school setting)
Technologies for Early Childhood Education	Science and Sustainability in Education
Early Childhood Arts Education	Early Childhood Education and Care 1 (10-day placement in a 3-5 year old setting)

Level 2 Subjects

Planning for Engaging Learning (5-day placement in a school setting)	Approaches to Oral Language and Reading Development in the Early Years (10-day placement in a school setting)
Aboriginal and Torres Strait Islander Education	Health and Physical Education for Early Childhood
Early Childhood Mathematics and Numeracy 1	Humanities and Social Sciences for Early Childhood
Science Education for Early Childhood	Play Pedagogies for Early Learners (10-day placement in a 3-5 year old setting)

Level 3 Subjects

Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities (5-day placement in a school setting)	Reflective Teaching Cycles and Positive Learning Environments (ECE) (15-day placement in a school setting)
Early Childhood Education and Care 2 (10-day placement in a birth-2-year-old setting)	
Communicating and Producing Texts in Early Childhood Contexts	English as an Additional Language/Dialect for Indigenous Learners
Early Childhood Mathematics and Numeracy 2	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

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.

Placement in the Early Childhood Centre

Preservice Teachers are to participate in the Educational Planned program and practice (Quality Area 1) for 3-5-year-olds, with intentional teaching (1.2.1) through the assessment and planning cycle (1.3.1). PST to shadow the SBTE for a minimum of 5 hours of **contact time** per day and a maximum of 6 hours of contact time, including planning and reflection time with your Site-Based Teacher Educator. Contact time does not include lunch or tea breaks but does include when children are sleeping. (Quality Area 2 - 2.1.1)



Placement Dates and Requirement Breakdown

ED2491 – Planning for Engaging Learning

Term 2: 10th June – 14th June (5-day consecutive block) School Setting

- **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

ED2094 – Approaches in Oral Language and Reading Development in the Early Years

Term 3: 5th August – 16th August (10-day consecutive block) School Setting

Return to ED2491 Term 2 School

- **Week 1:** Guided planning discussions and co-teaching **6** lessons, **4** English/reading experiences
- Gradually Releasing Responsibility for PST to teach **1** of the co-planned reading event independently
- **Co-planned** lesson and **co-teach 2** Health and HASS (timetable dependent) to implement coursework SP2 curriculum subject learning
- **Week 2:** Gradual Release of Responsibility for PST to independently plan and teach **6** lessons – **4** English/reading experiences (a sequence of learning across 3 lessons)
- **Co-planned** lesson and **co-teach 2** Health **or** HASS (timetable dependent) to implement coursework SP2 curriculum subject learning

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 <i>Developing Towards Graduate Level</i>
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team

ED2097 – Play Pedagogies for Early Learners

Term 4: 11th November – 13th December (10-day staggered 2 days per week for 5 weeks) Prior to School Setting

SBTE is required to be QCT registered

- **Before Placement Commencement Date:** Induction – Arrange with the Early Childhood Centre the most appropriate time and mode of delivery for a Centre Induction
- Targeted observation within the contexts for learning and documentation of the early learning areas
- Engagement with the decision-making processes with the Gradual Release of Responsibility for PST to develop independence to plan, interact, reflect, monitor and assess children's learning and development
- Independently build a sequence of learning and extending learning opportunities

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 to pass the Placement - PST must complete Professional Experience Portfolio requirements
Who	- To be completed by SBTE, Signed by SBTE, SC and PST - Returned ONLY by the Site Coordinator to the Student Placement Team

Degree Transition Pathway - Placement Dates and Requirement Breakdown

ED2491 – Planning for Engaging Learning

Term 2: 10th June – 14th June (5-day consecutive block) School Setting

Second-year students enrolled in this subject sequence

ED2491, AF2703, ED2097

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

AF2703 – **Independent Studies, Early Childhood Mathematics and Numeracy**

Term 3: 5th August – 16th August (10-day consecutive block) School Setting

Return to ED2491 Term 2 School

- **Week 1:** Guided planning discussions & **independently teach** 4 lessons (2 **mathematics** + 2 other studied **curriculum subjects**)
- **Week 2:** **Gradual Release of Responsibility** for PST to **independently plan** and **teach 8** lessons
4 sequenced **Maths** lessons + 4 lessons of other studied curriculum subjects.

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 <i>Developing Towards Graduate Level</i>
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team

ED2097 – Play Pedagogies for Early Learners

Term 4: 11th November – 13th December (10-day staggered 2 days per week for 5 weeks) Prior to School Setting

SBTE is required to be QCT registered

Second-year students enrolled in this subject sequence

ED2491, AF2703 and ED2097

Placement Requirement Breakdown for ED2097 **as per page 9**

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 and SBTE prior to Placement
- SC orientates PST to Centre/School culture, policy and expectations
- SC inducts PST to Workplace Health and Safety policy and procedures
- JCU offers optional online support sessions for SC and SBTE prior to Placement

Expectations

- PST and SBTE expectation discussion regarding the Assessment Report and plan for Placement
- SBTE shares relevant School/Centre 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 and the ACECQA National Quality Standards
- PST monitors student learning, contributes to School/Centre community
- PST reflects on and collects evidence of their impact on child/student learning
- SC monitors PST learning, provides support to PST and SBTE; contacts JCU if PST is underperforming

Assessment and 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 ED2097: Minimum of Developing in EACH descriptor at Engagement Level
- Professional Experience Report ED2094: 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 and 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
	<p>Meet all Professional Experience Placement Requirements to be eligible for Placement- including attendance at Professional Experience Workshops</p> <p>Ensure your Blue Card is current</p> <p>Access the LearnJCU EDU_PROFEX Community Site Second Phase Folder for supporting documents and templates</p>	<p>Direct your colleagues to the provided 2024 JCU Professional Experience Resource Portfolio - Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources</p> <p>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</p> <p>See School Partnership Support Timetable in the 2024 JCU Professional Experience Resource Portfolio for all joining links</p>	<p>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</p> <p>See School Partnership Support Timetable in the 2024 JCU Professional Experience Resource Portfolio for all joining links</p> <p>Ensure you have received and have access to the following: JCU Professional Experience Resource Portfolio, which includes</p> <ul style="list-style-type: none"> • Placement Handbooks • Induction Document • Digital Reports • Professional Experience Partnership General Handbook
	<p>Contact the Site Coordinator - Ensure you have included a Professional email signature</p> <p>Agree to meet to discuss your upcoming Placement</p> <p>Prepare Form 1 Introduction to Professional Experience (ED2097)</p>	<p>Record PST's emergency contact details and sight their Blue Card</p>	<p>Meet with Preservice Teacher</p> <p>View PST's learning development and previous placement experience within the Program Overview</p>
	<p>Enquire about the School/Centre's Workplace Health and Safety Policy and Risk Management Policy</p> <p>Become familiar with school/centre policies</p> <p>You may be required to be proactive and ask your Site Coordinator or Supervising Teacher about these policies</p> <p>You may be required to "sign off" on your understanding of the policies</p>	<p>Advise the SBTE how you might support them in the assessment and reporting</p> <p>Become familiar with the Key Elements of the Integrated Learning Program Partnership <i>General Handbook</i></p> <ul style="list-style-type: none"> • Placement Requirements • At-Risk Procedure • Pay claims <p>Induct PST to Workplace Health and Safety school/centre policies and procedures</p> <p>Orient PST to the school/centre ethos, professional conduct expectations, pedagogical framework, behaviour management policies and school procedures</p> <p>Advise PST how they should contact you for support</p> <p>Advise PST when you might check- in on them</p>	<p>Become familiar with the Key Elements (infographics) of the Professional Experience Placement Handbook</p> <ul style="list-style-type: none"> • Level 2 Placement Goals & Structure p.4 & p.5 • Roles & Responsibilities p.11 • Assessment p.21 • Placement Details ED2491 pp.27-36 ED2094 pp.37-50 <p>PST will complete either ED2094 or AF2703, NOT both AF2703 pp.51-62 ED2097 pp. 63 -72</p>

During Placement Check	<p>Review the following documents</p> <p style="text-align: center;">QCT</p> <p>Code of Ethics Professional Boundaries Guide of Evidence</p> <p style="text-align: center;">JCU</p> <p>Student Code of Conduct</p> <p style="text-align: center;">ACECQA</p> <p>National Quality Standards ACE Code of Ethics</p> <p>Have full knowledge of</p> <ul style="list-style-type: none"> • Professional Experience -Student General Handbook • Professional Experience Handbook • Induction Document • Placement Learning Goals • Detailed Weekly Learning Tasks • Portfolio Requirements • Assessment and Reporting Requirements 		<p>Utilise Support Documents</p> <ul style="list-style-type: none"> • QCT Evidence Guide (for Engagement) • Support resources for SBTE:See QCT website <p>Provide PST with the following</p> <ul style="list-style-type: none"> • timetable • student/child information/data to support PST understanding of student/child 'readiness' and planning preparation • relevant curricular resources for the Placement • relevant management procedures and routines
	<p>Rearrange your Portfolio structure – include the 5 sections of the Professional Experience Report</p> <p>Review Subject Outlines with assessment items linked to Professional Experience and plan to collect artefacts, as required</p>		<p>Clarify your expectations with your PST:</p> <ul style="list-style-type: none"> • 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
	<p>Discuss with SBTE the required artefacts for assessment</p> <p>Ensure your Ethical Collection of Data about Learners Cover Sheet is signed for ED2491 EDU_PROFEX Community Site Second Phase Folder</p> <p>Ensure you submit signed Form 2 in ED2097 LearnJCU Subject site Assessment Folder</p> <p>Follow the detailed weekly placement tasks</p> <p>Engage in professional dialogue</p> <p>Develop a Professional Experience Portfolio</p> <p>Use Portfolio throughout the Placement to guide reflective practice discussions with SBTE</p>	<p>Initiate early the At-Risk Procedure if PST is At-Risk of not meeting requirements p.18 and p.19</p> <p>The form is located in the JCU Resource Portfolio</p>	<p>Engage in professional dialogue regarding Portfolio artefacts to support your assessment of PST demonstrating evidence of APSTs</p> <p>Initiate early the At-Risk Procedure if PST is At-Risk of not meeting requirements</p>

Concluding Placement

Preservice Teacher

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/centre community after your Placement

Retain a copy of your signed Professional Experience Report

Site Coordinator

Sign the Professional Experience Report before submitting it to 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)

Site-Based Teacher Educator

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 Year

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 Teacher use only to trigger a response from the Student Placement Team at JCU to the Preservice Teacher submitting the notification. The Form is located in 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/Centre 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 serves the 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] via email: 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

ED2097 - 10 DAYS

Assessed using Professional Experience Report

PST organises a time with SBTE to discuss practice & overall evaluation 

Discuss collected documentation

ED2094 - 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

ED2097 - 10 DAYS

Assessed using Professional Experience Report

PST organises a time with SBTE to discuss practice & overall evaluation 

Discuss collected documentation

AF2703 - 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	Preservice Teacher
Making the formal evaluation take the following into consideration	Regularly discuss practice and self-appraisal to ensure ongoing development
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 ED2097 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 children's 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 and play-based approaches to engage learners
- A developing practice to collect and use evidence of learning to monitor learner progress and inform next step and extended learning opportunities
- A developing knowledge of pedagogical content knowledge of the concepts, content and teaching strategies of both the teaching of reading and intentional play-based learning experiences
- Ways to **explore** how to plan for and foster a positive learning environment to engage learners
- Ways to explore how to identify support for children's well-being and safety, working within school/centre and system curriculum, legislative requirements and National Quality Standards
- Professional conduct that reflects QCT Code of Conduct, Professional Boundaries and Early Childhood Code of Ethics, including the school/centre's code of conduct.

Success Indicators

Engagement	Achievement
Successful demonstration of engagement with a Graduate Standard – the Preservice Teacher: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

PROFESSIONAL EXPERIENCE PORTFOLIO

This infographic outlines the requirements & purpose of the Portfolio

The collection of curated artefacts guides reflection on practice and demonstrates professional growth

PURPOSE

Self Reflective of PST learning

Provides supportive evidence of teaching capacities aligned with each assessed APST

Artefacts to support subject assessments

Artefacts to support alignment to subject learning

STRUCTURE

PST's responsibility to compile the portfolio and use the artefacts to initiate regular discussions with the SBTE

Personal Statement		Managing Effectively
Planning Effectively		Assessing & Recording Learning
Teaching Effectively		Professional Conduct

SBTE

Provides support to the PST by:

Using the sources of evidence of practice to demonstrate assessed APST	 Sights Portfolio	Discussing pedagogical dilemmas & decisions using the artefacts
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PST

Begin collating Portfolio day 1

Take Portfolio each day to Placement

Bring Portfolio to Professional Experience Workshops

THE SUGGESTED PORTFOLIO ARTEFACTS ARE NOT AN EXHAUSTIVE LIST

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** by 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
- All required fields are completed
- Ensure all parties have signed the completed report

Where to Submit

- Digital Report are submitted to Student Placement Team by email

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



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
Intentional Play-Based Approach 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 or phase


1 student 'below level'		1 student 'above level'
1 student 'at level'		
1 Focus Child at the Prior to School Setting		

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

<ul style="list-style-type: none"> • Interests • Special achievements and skills • Special needs • Language background e.g. language/s spoken at home, home literacy resources 	<ul style="list-style-type: none"> • Access to technologies • Social/emotional factors • Family factors • Cultural/religious factors
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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



Expectations dialogue
Observe & record routines & procedures



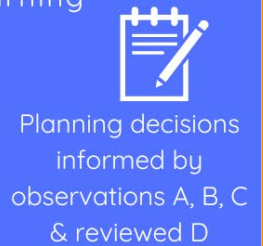
DAY 1

Targeted Classroom Observation



DAY 2

Targeted Classroom Observation
Support student learning



DAY 3

Deliver teacher-directed lesson



DAY 4

Complete coursework observation templates



Next Step Planning Suggestions based on Analysis of Learning

DAY 5

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	<p>Decisions for Intended, enacted and assessed Learning</p> <p>Whole Class Profile</p> <ul style="list-style-type: none"> • Class size and gender composition • Preliminary grouping of class into levels of learning readiness considering: <ul style="list-style-type: none"> ➢ 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 	<p>You will include this profile in Assessment Item 3 Part A.</p> <p>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.</p>
You will collect this data when you complete Appendix B	<p>Decisions for Intended, enacted and assessed Learning</p> <p>Learner Profiles</p> <ul style="list-style-type: none"> • At least 3 profiles representative of your preliminary learning readiness grouping as noted in your whole class profile: <ul style="list-style-type: none"> ➢ 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 	<p>You will include these profiles in Assessment Task 3 Part A.</p> <p>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.</p> <p>In particular, preliminary grouping of learning readiness and profiles of students representing each group will inform differentiation decisions in the lesson.</p>
You will collect this data when you complete Appendix C	<p>Decisions for Intended, enacted and assessed Learning</p> <p>Classroom Observations</p> <ul style="list-style-type: none"> • Classroom Management • Lesson Structure • Teaching Strategies • Indicators of Student Engagement 	<p>These observations will support your planning a lesson on Day 4 of the Placement</p>

<p>You will collect this data when you complete Appendix D</p>	<p>Classroom Environment that supports Learning</p> <ul style="list-style-type: none"> • Tier 1 Learning Environment Plan 	<p>You will develop this plan prior to the Placement as part of Assessment Item 2</p> <p>You will enact the plan during your Day 4 lesson</p> <p>You will analyse this enactment in Assessment Item 3 Part B</p>
<p>You will collect this data A, B, C, D To inform your decisions to plan and teach your Day 4 Lesson using Appendix E</p>	<ul style="list-style-type: none"> • 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 	<p>You will include this lesson plan in Assessment Task 3 Part A.</p> <p>You will evaluate your lesson plan in Part A.</p>
<p>You will collect this data when you plan and teach your lesson</p>	<ul style="list-style-type: none"> • 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 	<p>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.</p> <p>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</p>

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

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
<p>Day 2</p> <p>Targeted Observation & Reflection</p> <p>Ensure you are Collecting required Artefacts of ED2491 Assessment Tasks</p>	<p>SBTE model planning and development of enacted learning to structure a lesson – including the transition between the stages</p> <p>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</p> <p>Discuss features/characteristics of classroom environment that support learning</p> <p>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</p> <ul style="list-style-type: none"> classroom management student engagement observed teaching strategies 	<p>SBTE model teaching strategies, particularly in literacy and numeracy, to support learners’ needs and strengths</p> <p>SBTE model differentiated teaching strategies catering to the needs of targeted students</p> <p>PST - Observe and record teaching strategies and how 3 focus students engaged in learning and interacted with their peers</p> <p>Appendix C Recording Sheet for Teaching Strategies</p> <p>SBTE model practical approaches to manage behaviour to support inclusive participation and engagement</p> <p>PST provides incidental support to student learning (individual and small groups)</p> <p>PST take the initiative to know learners and contribute to their learning and engagement</p>	<p>Observe and record teaching strategies, particularly in literacy and numeracy and inclusive participation strategies</p> <p>Collect and gather evidence of learner progression – the assessed learning</p> <p>Review and ethically select data and evidence of strategies to support inclusive participation, engagement, well-being and safety</p> <p>Continue to develop 3 student Individual Learner Profiles (Appendix B) demonstrating learning readiness currently ‘below’ ‘at’ ‘above’ achievement standards</p> <p>Complete Student Engagement Observation Appendix C</p>	<p>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</p> <p>Co-reflect with SBTE concerning your observations of teaching strategies and how they supported learners’ needs and strengths and inclusive participation and engagement</p> <p>Co-reflect with SBTE concerning your observations of how 3 focus students engaged in learning and interacted with their peers</p>

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
<p>Day 3</p> <p>Targeted Observation</p> <p>Analysis & Planning</p> <p>Ensure you are Collecting required Artefacts of ED2491 Assessment Tasks</p>	<p>SBTE model planning and the development of the structure of a lesson to include learner needs – differentiation for literacy and numeracy</p> <p>Learning focus and aligned teacher-centred teaching strategy for the lesson to be taught</p> <p>Discuss learner progression to support PST to plan the draft lesson, based on intended learning, learner needs and assessed learning</p> <p>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</p> <ul style="list-style-type: none"> • student engagement • observed teaching strategies • lesson structure • learning plan environment <p>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</p> <p>These considerations will help PST in creating a classroom supportive of learning</p>	<p>SBTE model strategies to strategies to support inclusive student participation and engagement in classroom activities</p> <p>SBTE model teaching strategies, particularly the ways to differentiate for student literacy and numeracy needs and strengths</p> <p>Observe STBE’s lesson transition – complete Appendix C Recording Sheet for Lesson Structure</p> <p>Provide incidental support to student learning (individual and small groups)</p> <p>Take the initiative to know learners and contribute to their learning and engagement</p>	<p>Complete 3 student Individual Learner profiles (Appendix B) demonstrating learning readiness currently ‘below’ ‘at’ ‘above’ achievement standards</p> <p>Observe and record differentiated teaching strategies and how the three students engaged in learning and interacted with their peers</p> <p>Collect and gather evidence of learner progression – the assessed learning</p> <p>Refine Whole class profile</p>	<p>Co-reflect strategies to create and sustain a positive learning environment</p> <p>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</p> <p>Co-reflect on an observed SBTE’s lesson using your completed Recording Sheet for Lesson Structure</p> <p>Discuss lesson transition strategies and techniques that the teacher uses with whole class as well as with individuals or small groups</p> <p>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</p>

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
<p>Day 4</p> <p>Enactment of Lesson & Reflective Practice</p> <p>Ensure you are Collecting required Artefacts of ED2491 Assessment Tasks</p>	<p>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</p>	<p>SBTE model differentiated teaching strategies developing students' engagement in learning</p> <p>PST Deliver teacher-directed lesson</p> <p>Provide incidental support to student learning (individual and small groups)</p>	<p>Observe and record practical approaches to manage challenging behaviour to support inclusive participation and engagement</p> <p>PST collects and gathers evidence of learner progression during the taught lesson – the assessed learning</p>	<p>PST to individually analyse evidence of learning to identify suggestions for next step learning, including possible student-centred approaches to their learning</p> <p>Co-reflect upon use of classroom management to support student learning during taught lesson Complete Reflection on Classroom Behaviour Management Appendix G</p> <p>Reflect on teacher resilience and alignment with QCT Code of Ethics</p> <p>Prepare the above analysis Appendix F (Analysis of Learning) for Day 5 co-discussion planning</p>

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?

	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
<p>Day 5</p> <p>Next Step Planning</p> <p>Ensure you have Collected all required Artefacts of ED2491 Assessment Tasks</p>	<p>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</p> <p>PST</p> <ol style="list-style-type: none"> 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 	<p>Provide incidental support to student learning (individual and small groups)</p>	<p>Observe how SBTE provides feedback to support learner progression to meet the success criteria</p>	<p>Reflect upon your written philosophy in light of your new learnings from this Professional Experience</p> <p>Co-reflect upon achieved ED2491 Placement Goals and Professional Experience using the portfolio with SBTE</p>
	<p>SBTE</p> <ol style="list-style-type: none"> 1. Discuss & provide feedback on the effectiveness of PST's suggestions for the next step learning 			<p>Completion of Ethical Collection of Data about Learners Report is signed by PST & SBTE</p> <p>Submitted with ED2491 Assessment Task 3</p>

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?

ED2491 Professional Experience Portfolio

<p>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.</p> <p>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.</p>	
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	<p>Understanding Learners</p> <ul style="list-style-type: none"> • 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
	<p>Understanding Planning</p> <ul style="list-style-type: none"> • 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	<p>Understanding Teaching</p> <ul style="list-style-type: none"> • 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	<p>Understanding Positive Learning Environments</p> <ul style="list-style-type: none"> • 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	<p>Understanding feedback and checking for understanding</p> <ul style="list-style-type: none"> • 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	<p>Demonstrating professional conduct</p> <ul style="list-style-type: none"> • Seeks formative feedback to plan for next phase of placement APST 6.3
Reflection	<p>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.</p> <ul style="list-style-type: none"> • 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

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.

ED2094 Goals and Placement Overview

PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED2094

This infographic explains the overarching goals for the ED2094 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



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 and the decisions made when planning for effective learning to support student needs and strengths



GOAL 4

Support the development of the emergent and beginning readers



Expectations dialogue
Discuss Subject Assessment Requirements
Arrange specialised subject timetable



Discuss English unit plan and required lessons



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



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

ED2094 OVERVIEW

ED2094 Learning Tasks in Detail

This Placement builds CONTEXT for the PST before beginning Approaches to Oral Language and Reading Development in the Early Years. 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 and Planning Discussion	<p>Engage in a professional expectations dialogue with SBTE and discuss ED2094 Placement Goals – Ethical Collection of Data Form</p> <p>Discuss Assessment Item 2 requirements re: your progressive development throughout the placement regarding the quality of your practices for the teaching of reading</p> <p>Update returning PST (or acquaint new PST) of new students, routines and procedures supporting the positive classroom environment</p> <p>PST discuss relevant English unit plan and resources for individual lesson intent for the co-planned lessons for week 1</p> <p>Discuss the intended lesson plans for reading experiences in preparation for the enactment of teaching</p> <p>Discuss the overall weekly literacy program and how that is represented, i.e., the literacy block/individual lessons/commercial programs (i.e., Heggerty’s)</p> <p>Discuss the teacher’s approach to developing a reading program</p>	<p>Complete a classroom library inventory – Library Inventory Template</p> <p>SBTE model practice of ‘shared’ ‘modelled’ or ‘guided reading’ of a text (any curriculum area or group) and dependent on timetable</p> <p>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 (ED2094 Currency of Balanced Approach)</p> <p>PST provides incidental support to student learning (individual and small groups)</p> <p>PST provides incidental support to student learning (individual and small groups) & initiative to know learners and contribute to their learning and engagement</p>	<p>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</p> <p>Observe approaches and strategies – e.g., <i>routines, expectations, learner literacy readiness, communications, active supervision</i> to engage and support student participation and engagement</p> <p>Ethically and confidentially Review or develop 3 individual student Learner profiles demonstrating currently ‘below’ ‘at’ ‘above’ English achievement standards including literacy progression</p>	<p>Co-reflect with SBTE about their library decisions to support curious and lifelong readers</p> <p>Co-reflect on your understanding of how teaching strategies and/or strategies for engaging and motivating learners support student learning</p> <p>Discussion of applicable pedagogy for teaching and/or developing fluency and self-extending reading</p> <p>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)</p>

	<p>Discuss the term's intended unit plan/overview, formative/summative assessment in preparation for planning Week 1 of 6 lessons</p> <p>4 English/reading experiences (independently teach 1 of the co-planned reading events)</p> <p>1 Health and 1 HASS (timetable dependent) to implement coursework SP2 curriculum subject learning – co-planned & co-taught</p>			
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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	<p>Guided co-planning discussion with PST to support the planning of 3 English lessons/ Reading Groups (reading focus) (<i>address the use of digital literacy for respective year level</i>)</p> <p>Co-Planning discussion considerations</p> <ul style="list-style-type: none"> • 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 <p>Draw PST’s attention to the constructive alignment of content, pedagogy and assessment and the sequence of lessons</p> <p>Model access and engagement with the English curriculum that supports explicit teaching of reading</p> <p>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</p> <ul style="list-style-type: none"> • Analysing, interpreting and evaluating texts <p>Discuss the planning of behaviour management plans with Tier 1 universal approaches to engage learners</p>	<p>SBTE model differentiated teaching strategies supporting student engagement in learning</p> <p>SBTE model practice of ‘shared’ ‘modelled’ or ‘guided reading’ of a text (any curriculum area or group) and dependent on timetable – Observation Template</p> <p>SBTE model (either incident or planned) how to develop</p> <ul style="list-style-type: none"> • 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 <p>(Understanding of ‘Text’ built upon ED1421 knowledge of text)</p> <p>Model the integration of digital literacies and how the content relates to the appropriate level of digital literacy learning continuum</p> <p>SBTE guide PST in the co/team teaching of planned lessons</p> <p>PST take the initiative to know learners and contribute to their learning and engagement</p>	<p>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</p> <p>Observe and record differentiated subject-specific strategies that support inclusive participation, engagement</p> <p>Observe how integration of digital literacies supported learning General Capabilities: Digital Literacy</p> <p>Collect and gather evidence of learner progression for the specific focused reading skill – the assessed learning</p> <p>Continue developing 3 student Individual Learner profiles to inform decision-making</p>	<p>Co-reflect on your understanding of how teaching strategies for the teaching of reading were differentiated to support the diverse needs</p> <p>Analyse how the contributions of digital literacies support a range of differentiated learning opportunities for diverse students</p> <p>Co-reflect upon your teacher’s observations and your building knowledge base and understanding of -</p> <ul style="list-style-type: none"> • 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 <p>Co-reflect on observed preventative approaches and strategies that supported the development of positive learning behaviour</p> <p>Begin diarised reflections based on SBTE feedback - developing strengths as a teacher of reading – Assessment Item 2</p>

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	<p>Review planned lesson plans and PST adjusts according to feedback concerning the constructive alignment of content and assessment</p> <p>Continue the guided co-planning discussion with PST to support the planning required lessons</p> <p>Co-plan & model considerations and discussion to support PST to plan independently</p> <ul style="list-style-type: none"> • 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) <p>Discuss planning differentiated strategies for the diverse learners with attention to 3 focus students</p> <p>PST independently writes co-planned lessons for review and feedback</p>	<p>SBTE guide PST in the co/team teaching of planned lessons</p> <p>SBTE model practice of ‘shared’ ‘modelled’ or ‘guided reading’ of a text (any curriculum area or group) and dependent on timetable Observation Template</p> <p>Model how key concepts (e.g. grammar or sentence structure) are identified and emphasised throughout a lesson</p> <p>Model ways to gain evidence of how students understand and use</p> <ul style="list-style-type: none"> • contextual information • semantic, grammatical, graphological/phonological information • optional - assume different roles when reading <p>Model differentiated teaching strategies and formative assessment strategies within a lesson checking for understanding and supporting the progression of learning</p>	<p>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</p> <p>PST - Collect and gather evidence of learner progression – the assessed learning</p> <p>Observe & record strategies/questions SBTE uses to gain information about student reading behaviours to decode and comprehend a text – Strategy Observation Template</p> <p>Observe formal and/or diagnostic strategies to assess reading - decoding & comprehension and reading behaviours</p> <p>Observe approaches used to represent content in different ways to engage and motivate learner</p> <p>Observe SBTE’s feedback strategies to support student learning</p> <p>Observe and record formative assessment strategies evidence of learner progression - assessed learning</p> <p>Continue developing 3 student Individual Learner profiles demonstrating ‘below’ ‘at’ ‘above’ representative of the achievement standard</p>	<p>Co-analyse evidence of learning to identify suggestions for next step planning for learning</p> <p>Support PST to identify where learners are in terms of reading development</p> <p>Co-reflect upon teacher observations</p> <p>Use evidence of assessed learning to co-reflect upon the differentiated formative assessment strategies and how they supported learner needs and strengths</p> <p>Begin analysing 3 focus student profile data to address planning needs to engage learners for independently planned lessons</p> <p>Continue diarised reflections Assessment Item 2</p>

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 to introduce, reinforce, enrich, assess, and support 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 and 5 GRR Independent Teaching	<p>Review planned lesson plans and PST adjusts according to feedback concerning the constructive alignment of content, pedagogy, and assessment</p> <p>Discuss the process of sequencing lessons for a unit of work to align with assessment and teaching and learning intent in preparation for PST to plan Final Week’s 3 consecutive lessons independently</p> <p>SBTE explicitly link the content to ACARA content descriptions and elaborations and assist PST navigate curriculum documents</p> <p>Explain decision-making considerations when planning for feedback to support learner progression</p> <p>Begin Planning 6 lessons for Week 2</p> <ul style="list-style-type: none"> • 4 English/reading experiences ensuring a sequence of learning across at least 3 lessons) <p>Guided discussion for a sequence of lessons -to demonstrate the sequencing and developmental progression of oral language, reading fluency and comprehension</p> <p>Begin planning discussion for 2 lessons for 1 Health and 1 HASS to co-teach in Final Week</p>	<p>PST independently teach the co-planned lesson</p> <p>Model approaches (both in the moment and planned) to check for understanding and provide feedback for learner progression</p> <p>Model strategies to re-engage learners and support positive behaviours of learning</p> <p>PST contribute to student learning and engagement</p>	<p>Collect and gather evidence of learner progression – the assessed learning</p> <p>Observe and record approaches to gauge learner understanding and types of feedback to support learner progression</p> <p>Observe approaches and recognise SBTE’s chosen micro-skills implemented to reengage learners (ESCM)</p> <p>Observe how the teaching strategies and learning tasks align with the content of the lesson</p>	<p>PST reflect upon taught lesson upon the alignment of the intended, enacted and assessed learning – Reflective Practice Template</p> <p>Independently analyse evidence of learning to identify suggestions for next step planning for learning</p> <p>Discuss analysis with SBTE</p> <p>SBTE provide PST with feedback upon taught lessons and discuss PST’s independent Reflective Practice</p> <p>Reflect upon how the feedback informed the learner about their progress toward meeting success criteria</p> <p>Discuss SBTE’s decision for the types and times feedback provided and ways to utilise technology to provide feedback</p> <p>Co-reflect on student learning during the co-taught lesson and how 3 focus students engaged in learning and interacted with their peers</p> <p>Co-reflect on observed approaches and strategies for managing behaviour.</p> <p>Co-reflect and discuss PST’s use of behaviour management strategies to re-engage learners</p> <p>SBTE review and provide PST with feedback on final Independently prepared lesson plans for final week</p> <p>Formative Discussion – Formative Discussion Points</p> <p>Continue diarised reflections Assessment Item 2</p>

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 frustrational’ 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 children's Learning - Reflect
Final Week	<p>Co-plan lesson and co-teach 1 Health and 1 HASS (timetable dependent) to implement coursework SP2 curriculum subject learning</p> <p>Gradual Release of Responsibility leading to PST to plan Independently 4 Sequenced English – focused reading lessons</p> <p>Plan adjustments for next step learning in preparation for each sequenced reading lesson</p> <p>Co-plan discussion touch point to ensure final lesson adjustments are in line with current student knowledge and unit plan progression</p> <p>Considerations for independent planning practice</p> <ul style="list-style-type: none"> • 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 	<p>Independently teach sequenced lessons (progression of learning)</p> <p>Co-teach 1 Heath and HASS</p>	<p>Independently collect and gather evidence of learner progression – the assessed learning</p> <p>Record student learning</p> <p>Record written or verbal feedback to students about their learning</p>	<p>Revise lesson plans according to SBTE's feedback and assessed learning</p> <p>Individually analyse evidence of learning to identify suggestions for next step learning and co-discuss with adjustments required for next step learning</p> <p>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</p> <p>Co-reflect Professional Experience using the Professional Experience Report and Portfolio with SBTE</p> <p>Portfolio informs SBTE's assessment of the PreserviceTeacher's Report</p> <p>Ensure the Ethical Collection of Data Form has been signed to submit to ED2094 Site</p> <p>Complete Portfolio Reflection and annotate your written philosophy in light of your new learnings from this Professional Experience and Professional Experience goals for ED2094</p>

ED2094 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	<p>Understanding Learners</p> <ul style="list-style-type: none"> 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 <p>Understanding Planning</p> <ul style="list-style-type: none"> 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 on feedback from your SBTE around your developing strengths as a teacher of reading APST 6.3 Assessment Item 2
Teaching effectively	<p>Understanding Teaching</p> <ul style="list-style-type: none"> 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	<p>Understanding Positive Learning Environments</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>One-page reflection</p> <ul style="list-style-type: none"> 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

ED2094 Formative Discussion Points

This is not an exhaustive list but merely a guide to creating discussion during the ED2094 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			

ED2094 Professional Experience Report

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

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

Preservice Teacher:		Student Id:	
JCU Partnership School			
SBTE:		Year Level	Specialisation
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage		
Developing adequately towards graduate level	<p>Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level</p> <p style="text-align: center;">SUCCESSFUL DEMONSTRATION OF ENGAGEMENT</p> <ul style="list-style-type: none"> ➤ 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			
<p><i>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?</i></p>				

		Satisfactory		Not Developing
		Well Developed	Developing Adequately	
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			
<p><i>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?</i></p>				
Managing effectively Learning environment plan				
Trials and reflects upon the implementation of positive behaviour learning.	APST 4.2			
<p><i>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?</i></p>				

	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 to 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
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Satisfactory		Unsatisfactory	Completed 10 Days	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	Completed and Discussed professional portfolio recommendations	<input type="checkbox"/>
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.	<input type="checkbox"/>

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

AF2703 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS AF2703

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



GOAL 2

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



GOAL 3

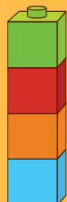
Focus upon mathematical approaches made when planning for effective learning to support student needs and strengths



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 other chosen curriculum 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

AF2703 OVERVIEW

AF2703 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)

(To support PST gain a **breadth of curriculum** opportunity to co-plan and co-teach in 2 other curriculum areas aligning with current study)

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve student Learning - Reflect
Day 1	<p>Engage in a professional expectations dialogue with SBTE and discuss AF2703 Placement Goals</p> <p>Provide and discuss relevant teaching documentation to support PST in completing placement goals</p> <ul style="list-style-type: none"> • 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) <p>Draw PST's attention to the alignment required with curriculum intentions, assessment tasks and the sequence of lessons</p> <p>Guided discussion with PST to support planning lessons to be enacted on days 4 & 5</p> <p>1 Maths lesson: Explicit instruction using at least 2 virtual manipulatives</p> <p>Include a CRA (Concrete-Representational-Abstract) lesson as one of the lessons you teach.</p> <p>Pay attention to the content strand and proficiency strands taught</p> <p>2 other curriculum areas of choice</p> <p>PST writes up the 2 discussed lessons for SBTE to Review</p>	<p>Model explicit teaching approach to mathematics, addressing the proficiency strand of Understanding to support needs and strengths of all learners</p> <p>SBTE model differentiated teaching strategies supporting student engagement in learning within other learning areas (PST's specialisation areas or other SP2 subject areas)</p> <p>PST provides incidental support to student learning (individual and small groups)</p> <p>PST take the initiative to know learners and contribute to their learning and engagement</p>	<p>Observe approaches and strategies and level of support— e.g. <i>routines, expectations, communications, active supervision</i> to support positive learning behaviours</p> <p>Observe explicit teaching approach to mathematics teaching - template</p> <p>Collect a work sample of how your focus students demonstrated the mathematical proficiency strand of Understanding</p> <p>Observe and record differentiated strategies that support inclusive participation, engagement - template</p> <p>Ethically & confidentially REVIEW or DEVELOP 3 Individual Learner profiles demonstrating 'below' 'at' 'above' achievement standards representative of current performance</p>	<p>Co-reflect on the explicit teaching approach to mathematics and strategies enacted by SBTE</p> <p>Use observation and reflection of explicit teaching to support planning</p> <p>Co-reflect on the strategies and resources used to develop mathematical proficiencies strand</p> <p>Discuss the integral link between the Proficiencies Strand of Understanding with the Content Strand taught in the lesson</p> <p>Co-reflect on observed differentiated strategies that supported inclusive participation and engagement</p>

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

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	<p>Model and explain via guided inquiry-based learning approach to mathematics planning, addressing the proficiency strands to support needs and strengths of all learners</p> <p>Discuss differentiated strategies for diverse learners with attention to 3 focus students</p> <p>Discuss differentiation in Mathematics and enabling and extending prompts and the role of ICT tools to facilitate and showcase learning</p> <p style="text-align: center;">FINAL WEEK PREPARATION</p> <p>Planning according to your School's Pedagogical Framework Begin Planning Discussions 8 Lessons for Week 2</p> <p>Guided discussion with PST to support the planning of 1 maths lesson (guided inquiry-based approach) to be enacted in week 2</p> <p>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)</p> <p>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</p> <p>Gradual Release of Responsibility leading to PST to plan Independently</p>	<p>Model via guided inquiry-based learning approach to mathematics teaching, addressing the proficiency strands, formative assessment to support needs and strengths for all learners</p> <p>PST Independently teach 4 Lessons 2 Maths – Explicit + Inquiry-base 1 specialisation + 1 other curriculum area</p> <p>Model differentiated supportive strategies – enabling and extending prompts to assist learners</p>	<p>Observe and record strategies to support the learning through the phases of a guided inquiry-based learning approach</p> <p>Observe and record strategies to assess student learning throughout the phases of the lesson - what types of data/examples provide evidence of learning</p> <p>PST - Collect and gather evidence of learner progression – the assessed learning for independently taught lesson</p> <p>Collect a work sample demonstrating how your focus students demonstrated the mathematical proficiencies strands of Problem Solving & Reasoning</p>	<p>Co-reflect on the guided inquiry approach to mathematics and strategies enacted by SBTE and how students engaged in the phases of the lesson</p> <p>Discussion about teaching adjustments made throughout the phases of the lesson based on assessed learning</p> <p>Discuss the integral link between the Proficiencies Strand of Problem Solving with the Content Strand taught in the lesson</p> <p>4 Independent Delivered Lessons Co-reflect and SBTE provide feedback upon the alignment of the intended, enacted and assessed learning</p> <p>Support PST to analyse the gathered evidence of learner progression and how to inform planning for final week's sequence of maths lessons.</p> <p>AF2703 Formative Discussion – Review PST's progress against the Professional Experience Report or Formative Discussion Points</p>
<p>Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE</p> <p>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?</p>				

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

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

AF2703 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 <ul style="list-style-type: none"> • 3 updated learner profiles to support planning decisions • Learner needs of students from 3 of the following focus groups (Supports Assessment Item 1) <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Collect a minimum of 3 pieces of a variety of numeracy assessments – diagnostic, formative and summative (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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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)

AF2703 Formative Discussion Points

This is not an exhaustive list but merely a guide to creating discussion during the AF2703 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			

AF2703 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	<p>Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level</p> <p style="text-align: center;">SUCCESSFUL DEMONSTRATION OF ENGAGEMENT</p> <ul style="list-style-type: none"> ➤ 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		Not Developing
		Well Developed	Developing Adequately	
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			
<p><i>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?</i></p>				

		Satisfactory		Not Developing
		Well Developed	Developing Adequately	
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			
<p><i>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?</i></p>				
Managing effectively Learning environment plan				
Trials and reflects upon the implementation of positive behaviour learning.	APST 4.2			
<p><i>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?</i></p>				

		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 to students about their learning.	APST 5.2			
<i>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.</i>				

Professional Experience Overall Result		Requirements	
Satisfactory		Unsatisfactory	Completed 10 Days <input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	Completed and Discussed professional portfolio recommendations <input type="checkbox"/>
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. <input type="checkbox"/>

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

ED2097 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED2097

This infographic explains the overarching goals for the ED2097 Work Integrated Professional Experience program

GOAL 1

Observe play and play-based pedagogies that positively influence the everyday practices of educators and improve the learning experiences of children



GOAL 2

Make the link between the theory & practice of play-based pedagogy



GOAL 3

Develop strategies for engaging and extending learning experiences that are responsive to the needs and interests of children



GOAL 4

Engage in the decision-making processes to plan a teacher-initiated and child-responsive play-based experience



Expectations dialogue

Observe & record routines & procedures - curriculum



Co-Analysis
Recognition of learning through play

Targeted
Play Observation



AT1 Reflective
Task -
Observations

DAY 1 & 2

Targeted Observation & Data Collection



Pedagogical
Documentation



Co-Reflection
to interpret
evidence of
learning

DAY 3 & 4 & 5

Co-planning a Teacher Initiated Experience



Modelling planning
considerations



Planning decisions
informed by
analysis of observations
& current phase of learning

DAY 6 & 7

Enact the Teacher-Initiated Experience



Appraise
Reflect upon
Practice

Extending Learning
Build on a sequence
of learning



Document
learning



DAY 8 & 9

Continued Professional Conversation
Complete the collection of all requirements of
Assessment Items

Discuss next Step
Planning
Suggestions



Continue
interactions with
children

DAY 10

ED2097 OVERVIEW

ED2097 Learning Tasks in Detail

Prior to Placement Provide Form 1 - Introduction to Professional Experience to the Centre - Quality Area 5 Standard 5.2 - Learning Outcome 1				
	Observe –Collection Information	Assess - Interpret Learning	Plan – Design Plan	Implement – Enact Plan
<p>Days 1 and 2</p> <p>Play Observation</p> <p>Analysis of relationship between play and learning</p>	<p>Engage in a professional expectations dialogue with SBTE and discuss ED2097 Placement Goals</p> <p>Observe and record room routines and procedures to support child engagement, ‘voice’ and inclusive participation</p> <p>Discuss with SBTE to choose a focus child to observe their learning, including Quality Area 1: Element 1.1.2 and add to the child’s Portfolio and learning journey - Form 2</p> <p>In preparation for pedagogical documentation begin collecting and recording 1 diagnostic assessment in preparation for analysis to support planning Days 3 and 4</p> <p>Observe and collect information/data from the results of the diagnostic assessment tool</p> <p>Observe using the Play Observation Template each of the following</p> <ul style="list-style-type: none"> • An intentional outdoor experience, e.g., sand or water play • An intentional indoor experience, e.g., an interest or home corner • A morning tea or another routine <p>Observe and record room routines and procedures to support student engagement and inclusive participation</p> <p>Observe teacher interaction at morning tea</p> <p>Diarise all professional reflections and discussions as an Appendix for Assessment Item 2</p>	<p>Co-design and implement a diagnostic tool to assess where child/ren are at – to support analysis of development ready for planning</p> <p>Analyse and interpret the diagnostic results in line with Milestone Domains and 1 aligned QKLG Learning and Development Area to support planning decisions for the Teacher Directed through a play-based approach</p> <p>Record the pedagogical documentation related to your analysis of the diagnostic result</p> <p>Co-analyse and reflect upon the recorded observations of engagement and inclusive participation and record any intervention or support based on assessment of a child’s progress or delay towards learning</p> <p>Analyse Play Observation Template to recognise</p> <ul style="list-style-type: none"> • chosen developmental models of play • the relationship between the play and learning • how it contributes to the child’s development EYLF V2.0 (associated Learning Outcome) <p>Discuss your analysis with SBTE</p> <p>Co-reflect child/ren’s language and social development and discussions about the world and how this may impact planning</p> <p>Co-reflect on intentional teaching practices and evidence of learning</p>	<p>To support Assessment Item 1</p> <p>Observe and Record the learning from</p> <p>1 x teacher-initiated (either Group or Individual)</p> <p>1 x emergent child initiated play based learning event</p> <p>SBTE model planning for and the enactment of</p> <ul style="list-style-type: none"> • Teacher Directed • Child-initiated experiences 	<p>SBTE model intentional teaching practices and resources need to support learning (Draw upon ED1439) Intentional Teaching Template</p> <p>SBTE Model teacher interaction at morning tea and how adult interaction can promote language and social development and discussions about the world</p> <p>SBTE model the enactment of the modelled planned</p> <ul style="list-style-type: none"> • Teacher directed • Child-initiated experiences <p>Observe SBTE’s intentional interactions with children as they model intentional teaching practices (Draw upon ED1439)</p> <p>Observe how the SBTE used a range/types of interactions to support/scaffold learning during both the teacher-directed and child-initiated experiences Interaction Observation Template</p> <p>SBTE model teacher interaction at morning tea and how adult interaction can promote language and social development and discussions about the world</p> <p>Provide incidental support to children’s play experience (individual and small groups)</p>

Suggested focus points using the [Placement Portfolio artefacts](#) to engage in professional dialogue and reflective practice with SBTE

What is the SBTE’s philosophy of play? How do they or would they respond to ‘all children do is play?’

Different decisions that are taken into consideration when selecting an Age-Appropriate pedagogical approach for learning experiences.

To maintain a balance of child-led and child-initiated play, how does SBTE ensure plans are interactive, responsive, and flexible enough to cater for the directions in which the children take their play? How are the different types of play beneficial for children’s development?

	Observe –Collection Information	Assess - Interpret Learning	Plan – Design Plan	Implement – Enact Plan
Days 3 and 4 and 5	To support Assessment Item 1 Observe and record the learning from 1 x teacher-initiated (either Group or Individual) 1 x emergent child initiated play based learning event	SBTE model and gradually release responsibility for PST to make independent interpretations of the observational data from 1 x teacher-initiated (either Group or Individual) 1 x emergent child initiated play based learning event	SBTE continue to model planning for and the enactment of <ul style="list-style-type: none"> • Teacher directed • Child-initiated experiences 	SBTE model interactions for scaffolding learning – Scaffolding Template
Data Collection	Continue collecting and recording in preparation for pedagogical documentation final analysis on Days 4 and 5 to support planning Days 6 and 7	Co-analyse and record the learning in relation to QKLG Learning and Development Areas and the EYLF Gradual Release of Responsibility for PST to independently explain and interpret information	Discuss the numerous ways to incorporate technology into practice. What are the Centre’s protocols, policies and procedures regarding the safe and ethical use of technology to document children’s learning, growth and development? Quality Area 7 - 7.12	Model ways to extend a child’s investigation through high verbal interactions
Pedagogical Documentation and Interpretation	Observe and interact with children at play to record children’s interests that could inform an integrated play-based approach	Co-reflect/analyse upon scaffolding for children and the implication for planning TEI		Continue to model intentional teaching practices that support inclusive participation, engagement, well-being, and safety
	Observe SBTE’s interactions for scaffolding learning – Scaffolding Template	To begin planning the TIE complete the Assessment of Learning Summary Template		Provide incidental support to children’s play experience (individual and small groups)
	Observations to support Planning to meet the needs of the child/ren Outcome 1 <ul style="list-style-type: none"> • how child/ren self-selects and engages in negotiated project work/experiences and child-initiated, play-based experiences, real-life experiences and investigations • how child attempts to self-regulate and deal with conflict • how children engaged and responded in learning and interacted with their peers 	Discuss centre’s approach to quarterly assessment and reporting procedures and documentation of evidence of the child’s learning progression along the continua		
		Modelled and Guided Task led by SBTE Use current Centre data of a child/ren’s learning and development with the SBTE to discuss the evidence of learning, process and decision-making behind the judgements for where the child is currently along the continua phase		
		Discuss children’s continua of learning and development in alignment with collected pedagogical documentation		

Suggested focus points using the [Placement Portfolio artefacts](#) to engage in professional dialogue and reflective practice with SBTE

Reflections upon professional learning relating to regulations (such as the NQF, service policies and procedures, Child Protection and Work Health and Safety) including how this learning has influenced teaching practice and strategies. [Quality Area 7 7.2.3](#)
Discuss planning for both short- and long-term timeframes, curriculum decision-making considerations, partnerships, and alignment to the National Quality Standards and latest Centre Quality Improvement plan. What are the challenges and rewards of observing and documenting children’s learning?

	Assess - Interpret Learning	Plan – Design Plan	Implement – Enact Plan
<p>Days 6 and 7</p> <p>Co-planning</p>	<p>Utilise assessed learning and development from Days 3 and 4 and 5 to inform intentional your decisions when planning the play-based teacher-initiated experience</p> <p>Utilise upon the weekly planned and emerging play experiences to make suggestions to improve learning for children</p>	<p>Co-planning discussion a teacher-initiated experience and extended learning opportunities – Teacher Directed Planning Template</p> <p>Coach PST concerning formative assessment strategies to support the ongoing, strengths-based process of gathering, analysing and reflecting on evidence of learning</p> <p>Discuss with SBTE suggestions to extend on the interests you have observed – make connections to the curriculum</p> <p>Planning considerations</p> <ul style="list-style-type: none"> • Reasons for initiating the lesson based on your analysis • The Principles of the EYLF • Identify individual children’s learning goals and why • Your thought process in regard to how the particular experience will be explored • Readiness for the learning, e.g., context for the learning • Risk assessment • The learning context • The type of play that will be explored • The early learning areas and EYLF outcomes • The learning outcomes that are relevant to the TIE and needs of the child/ren • Support for any intervention or a plan of action (relevant to support a child’s emotional need) based on observations • Ideas for implantation and evaluation • The phases /structure of the experience to sequence the best option for success with the learning goal • The types of interaction processes that you will use during the experience • considerations for a range of children’s backgrounds • Resources <p>PST independently writes the Teacher-Initiated play experience</p> <p>SBTE review the plan and provide feedback</p>	<p>Provide incidental support to children’s play experience (individual and small groups)</p> <p>Co-teach the co-planned experiences and gradually release responsibility for PST to take a lead role</p> <p>Support SBTE with the implementation of the Daily Routine and Weekly intentional Indoor and Outdoor Experiences</p>

Suggested focus points using the [Placement Portfolio artefacts](#) to engage in professional dialogue and reflective practice with SBTE

What does the SBTE encourage in children’s play in both outdoor and indoor experiences and why? Considerations for a child’s socio-cultural context when assessing their development. What influencing theories impact the centre’s approach/practice when planning for learning? Types and balance of data and its purpose for tracking progress over different time periods.

	Observe –Collection Information	Assess - Interpret Learning	Plan – Design Plan	Implement – Enact Plan
Model, guide and support the PST as they implement the iterative curriculum decision-making cycle as they enact the planned play-based Teacher Directed Experience				
<p>Days 8 and 9 and 10</p> <p>Enact Play-based Teacher Initiated Experience</p>	<p>Through your interactions, what can you observe what the child/ren are trying to achieve through their play</p> <p>Next step and extending learning opportunities Make annotations to day plans/routines noting adaptations or modifications</p> <p>Discussion of how parents/carers can support and contribute to the knowledge of a child’s developmental progression. How can this be communicated and incorporated into the planning for a child’s learning? How will you continue the learning and how can parents/carers help at home Quality Area 6 6.1.2, 6.2.1, 6.2.2</p> <p>Continue to monitor play behaviours and how the child/ren’s social skills are developing</p> <p>Be attuned to children’s body language and temperament to support engagement and development of the Learning and Development Area Identity – Outcome 1</p> <p>Record adaptations to the environment/resources in response to child/ren’s needs</p>	<p>Complete a learning story to document the learning to also be shared with the child/SBTE and family - Learning Story Template</p>	<p>Discuss with SBTE suggestions to extend on the interests you have observed during the TIE– make connections to the curriculum that could be covered</p> <p>Ensure planning reflects the need to change the routines or schedule or after the event to support the following Day or Weekly Plan</p> <p>Gradual Release of Responsibility for PST to independently plan for a Day Routine</p>	<p>Enact the Teacher Directed Experience</p> <p>Make decisions about how to guide the child/ren’s learning based on what the child/ren know and can do as well as what the child/ren is ready to try (in the moment context decisions)</p>
	Critical Reflection			
<p>PST self-reflect upon your decisions in the way you interacted with children to extend learning opportunities</p> <p>Reflect upon what experiences, knowledge and skills you can see the child/ren exploring, refining or achieving</p> <p>Discuss with SBTE ongoing approaches and strategies to support learning and from which Outcome and Developmental Domain is the focus</p> <p>Co-reflect on how the play experience contributed to the child/ren’s development</p> <p>Co-reflect upon the weekly planned and emerging play experiences to make suggestions to improve learning for children</p>				

ED2097 Professional Experience Portfolio

A portfolio is an organised, goal-driven documentation of your professional growth and achieved competence in the complex act of teaching. Campbell, Cignetti, Melenyzer, Nettles and Wyman 2004: 3-4)

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 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.

Requirements	Suggested Artefacts for inclusion
Personal statement	<p>Examine your own beliefs and understandings of play. What is your philosophy and belief and/or understanding of the value of play in children's lives? Include scholarly references (150 – 200 words)</p> <p>Diarise all professional reflections and discussions as an Appendix for Assessment Item 2</p>
Planning effectively	<ul style="list-style-type: none"> • Assessment data that build a Child profile to inform planning • Annotated observations/photos/work samples analysing the needs of the focus child APST 1.1 • Written observations to identify children's learning and development (Examples: types of play, literacy and numeracy learning through play, types of interactions that support learning and development) APST 1.1 • Plans for learning in a play-based curriculum that incorporated strategies to address the child's interests and abilities – Teacher-Initiated experience plan APST 2.2 • Diarised reflections showing the links between observations, planning, evaluation, and assessment APST 2.3
Teaching effectively	<ul style="list-style-type: none"> • Play analysis Template APST 2.1 • Teacher Directed plans for learning and development that reflect the EYLF Practice Principles APST 2.1 • Annotated examples of children's documentation of their own learning APST 3.2 • Written notes/reflections about the observations of modelled effective teaching strategies APST 3.3 • Diarised reflections where SBTE feedback is considered and goals are established APST 6.3
Managing effectively	<ul style="list-style-type: none"> • Annotated notes regarding changed decisions about the routine and environment that support the development of a learning task if required by a child APST 4.2 • Observations and reflections on the child's social and emotional needs are considered when planning APST 4.3
Assessing and Recording Learning	<ul style="list-style-type: none"> • Documentation that includes analysis and assessment of children's learning and development APST 5.1 • Discussion and reflective notes discussing the process of making consistent judgements APST 5.3
Professional Conduct	<ul style="list-style-type: none"> • Reflections and learnings from professional dialogue APST 6.2 • Risk assessment planning discussion for proposed Teacher-Initiated Experience APST 7.2

**Ensure you have your Portfolio when attending
Professional Experience Workshops**

ED2097 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 Centre:			
SBTE:		QCT Registration:	
ECE 3-5 Years	Room Groupings:		
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage		
Developing adequately towards graduate level	<p>Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level</p> <p style="text-align: center;">SUCCESSFUL DEMONSTRATION OF ENGAGEMENT</p> <ul style="list-style-type: none"> ➤ 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, the Early Years Framework and the Australian Professional Standards for Teachers at Engagement level (QCT Assessing APST Evidence Guide).		Satisfactory		Not Developing
		Well Developed	Developing Adequately	
Planning effectively – understanding children				
Demonstrates a developing knowledge of the characteristics and experiences of young learners.	APST 1.1			
Demonstrates a developing ability to initiate and extend play-based experiences into a learning and teaching sequence.	APST 2.2			
Developing the ability to access information about curriculum documents and other resources and design learning sequences.	APST 2.3			
Developing the ability to plan and implement play-based learning sequences that engage learning and promote learning.	APST 3.2			
<p><i>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.?</i></p>				

		Satisfactory		Not Developing
		Well Developed	Developing Adequately	
Teaching effectively – engaging learners				
Developing knowledge and understanding of the concepts and teaching strategies to develop engaging play-based learning experiences.	APST 2.1			
Includes a basic range of age-appropriate approaches and scaffolded intentional teaching practices.	APST 3.3			
Seeks and applies constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3			
<p><i>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. Mindful, the PST will use this Placement to create context for their coursework where they triangulate theory, policy and the practice of play-based pedagogy.</i></p>				
Managing effectively – creating a safe social environment				
Trials and reflects upon the implementation of positive behaviour learning and self-regulation.	APST 4.2			
Developing capability of incorporating practical age-appropriate approaches to manage challenging behaviour.	APST 4.3			
<p><i>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.</i></p>				

		Satisfactory		Not Developing
		Well Developed	Developing Adequately	
Recording of learning - reflecting on decision-making				
Developing simple methods to monitor children's learning and development.	APST 5.1			
Developing practice to discuss child assessment and implications for future teaching and learning plans.	APST 5.3			
<i>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.</i>				
Professional Conduct – engaging in professional and reflective dialogue				
Seeks opportunity for professional learning through discussions with staff or regional coaches.	APST 6.2			
Developing an awareness of the implications of, and compliance with relevant legislative, administrative, organisational and professional requirements policies and process.	APST 7.2			
<i>Constructive feedback to support PST to plan for their next phase of Placement to build upon enacting the teaching and learning cycle and using evidence of children's learning and development to inform practice. How is the PST acting appropriately according to school/system organisational policies and processes?</i>				

Professional Experience Overall Result		Requirements	
Satisfactory		Unsatisfactory	Completed 10 Days <input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	Completed and Discussed professional portfolio recommendations <input type="checkbox"/>
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. <input type="checkbox"/>

Preservice Teacher's name		Signature Date	
Supervising Teacher's name		Signature Date	
Teacher Registration:			
Site Coordinator's name		Signature Date	

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]*

ED2094 Templates

Form - *Ethical Collection of Data about Learners Collection of Artefacts*

Library Inventory Template

Reading Observation Template

Strategy Observation Template

AF2702

Explicit Teaching Approach Observation Template

Differentiated strategies Observation template

Inquiry-based Approach Observation Template

Behavioural Observation Template

Feedback Observation Template

ED2097 Templates

Form 1 – Introduction to Children and Parents

Form 2 – Parent/Carer Permission for Observation

Pedagogical Documentation and Child Profile Template

Play Observation Template

Interaction Observation Template

Intentional Teaching Observation Template

Scaffolding Template

Assessment of Learning Summary Template

Teacher-Directed Experience Template

