

Bachelor of Education (Primary)

2nd Year Professional Experience Handbook
2026



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Section 1

Placement Information

A full overview of placement details and requirements

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

PST, please use this link if SBTE does not have all the documents

Level 2 Placement Structure and Goals

LEVEL 2 STRUCTURE

PROFESSIONAL EXPERIENCE

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

PLACEMENTS

1

ED2491
5 days

2

ED2194
10 days

GUIDANCE

Foundational understanding of broader literacy and numeracy acquisition

Knowledge of content and the pedagogical teaching strategies for teaching reading and the chosen specialisation subject

Effective practices to develop learning habits that prompt students to respond quickly to instructions

ED2491

Understanding learner readiness to support planning an engaging lesson with an effective classroom management plan



Introduced to the reflective teaching cycle

Development of the structure of a lesson with teacher-centred and differentiated strategies

ED2194

Engage with curriculum and evidence-based strategies to develop pedagogical expertise in reading instruction, prioritising formative assessment over end-point evaluations



Apply curriculum knowledge and teaching strategies to strengthen reading pedagogy, focusing on formative assessment to support ongoing student development

LEVEL 2

PLACEMENT GOALS

This infographic explains the overarching goals for the level 2 Professional Experience

GOAL 1

Understand the implications of a learner's readiness to plan for engagement in learning



GOAL 2

Develop the ability to plan and teach a coherent sequence of lessons using explicit teaching, modelling, and scaffolding, with curriculum-aligned objectives and strategies that meet diverse learner needs and show evidence of mastery

GOAL 3

Develop the ability to use proactive strategies, to prevent misbehaviour and disengagement and promote positive learning behaviours



GOAL 4

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



Begin developing pedagogical approaches to plan for children's reading events

Program Overview

This overview will support the SBTE's understanding of the PST's developmental study journey. Assessment decisions should be based on the practicum's placement within the program. The Preservice Teacher demonstrates engagement with the Graduate Standards as they progress, developing evidence of knowledge, skills, and practice.

Preservice teachers progress to their second-level subjects by deepening their understanding of curriculum and planning for diverse learners. They design individual lessons and sequences that address literacy and numeracy demands, gather data on learner readiness, and implement effective classroom management. Through a range of pedagogical frameworks and practices, they plan and deliver instruction, foster positive behaviours, create supportive learning environments, and assess learner progress.

Trimester 1 - 3

Level 1 Subjects

Educational Psychology: Learners and Learning	Education Perspectives and Practice
Foundations of Language and Literacy in Education (5-day Work Integrated Learning Placement)	Teaching Mathematics and Numeracy in Primary and Early Childhood Settings (5-day Work Integrated Learning Placement)
Technologies for Primary School	Science and Sustainability in Education
Arts Education for Primary School	Elective in Primary Specialisation

Level 2 Subjects

Planning for Engaging Learning (5-day Work Integrated Learning Placement)	Approaches to Oral Language and Reading Development in Primary School (10-day Work Integrated Learning Placement)
Aboriginal and Torres Strait Islander Education	Health and Physical Education for Primary School
Mathematics Education for Primary School 1	Humanities and Social Sciences for Primary School
Science Education for Primary School	Elective in Primary Specialisation

Level 3 Subjects

Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities (5-day Work Integrated Learning Placement)	Reflective Teaching Cycles and positive Learning Environments (Primary) (15-day Work Integrated Learning Placement)
Primary Education: Literature and Producing Texts	
Mathematics Education for Primary School 2	English as an Additional Language/Dialect for Indigenous Learners
Elective in Primary Specialisation	Technologies Across the Curriculum


Level 4 Subjects

Fourth Year Professional Experience A (15-day placement in a school setting)	Leading Wellbeing and Sustainability in Learning Communities
Teachers as Ethical and Collaborative Change Agents	Education Across Culturally Diverse Contexts
Fourth Year Professional Experience B (25-day placement in a school setting)	Learning and Teaching in Rural and Remote Contexts
	Service Learning for Sustainable Futures

Primary Areas of Specialisation

English/Literacy Mathematics/Numeracy Science Health & Physical Education

Professional Experience Contacts

Cairns	Townsville	
Student Placements Team Building A4, Room 124A	Student Placements Team Building 4, Room 268	
placements@jcu.edu.au 07 4781 6333		
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 Profex Coordinator: JCU Professional Experience Academic Coordinator [Education] GTMJ: Guide to Making Judgement GRR: Gradual Release of Responsibility	SPT: Student Placements Team WIL: Work Integrated Learning Portfolio: Placement Portfolio - Evidence of Demonstrating Practice  : This Handbook provides Internal or External Links	
Glossary of Web Links		
Version 9 The Australian Curriculum AITSL Professional experience Participant roles and responsibilities Supervising Professional Experience Positive Behaviour for Learning in the Classroom	JCU Student Code of Conduct Queensland College of Teachers (QCT) QCT Code of Ethics Professional Boundaries: A Guide for Queensland Teachers QCT-Evidence-Guide-for-Supervising-Teachers – Engagement Level	

Missed Placement Critical Notice

Preservice Teachers (PSTs) must notify the school immediately if they are unable to attend a day due to illness or extenuating circumstances, in accordance with the Special Consideration – Missed Placement policy.

- **Inform** the school before the working day begins (usually by 8 am) as per the school's policy for non-attendance for that day
- Provide a medical certificate to the school (by the individual school policy) and a copy to the Student Placements Team
- **Email** the Site-Based Teacher Educators to inform them of your absence
- **Forward** all required planning for the day, so that lessons can continue without disruption

The missed day(s) (**up to 2 days in total for the Placement**) must be completed **the following week** after the placement's official completion date to ensure the placement requirement of attending days consecutively, and a Missed Placement Application is not required for up to 2 days.

If absent for 3 days or more (whether consecutive or intermittently), which requires completion of the placement **outside the Professional Experience Calendar scheduled time frame**, the PST/GST **must immediately submit a [Missed Placement Application Form](#)** along with the **required documentation**. The Professional Experience Academic Coordinator can approve the application only after assessing it against the following criteria.

Note: The PST and SBTE **cannot re-negotiate** changed placement dates outside the Professional Experience Calendar **without obtaining approval** by the process detailed below: -

- does not **interfere** with the **integrity of the intended learning** within the placement, as *any adjustments made must not compromise the integrity of assessment requirements and processes, including the course* [Inherent Requirements](#);
- 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 (this can **ONLY** be confirmed by the Placement Team).

NOTE: If any of the above four criteria for the missed placement application are not met, approval will not be granted.

If the criteria for the missed placement application **are met**, a **progression delay** to the **next Placement subject in the following Trimester**, or a Placement Pending result, may still be the outcome of the application, as a finalised Placement result is required to complete the subject.

Teaching Areas

While PST enrolled in the Bachelor of Education program are trained as **primary generalist teachers**, they also choose an area of **special interest** to gain a deeper knowledge in that field – a chosen specialisation. In accordance with AITSL Program Standards for Accreditation of Initial Teacher Education Program requirements, Primary preservice teachers are required to complete placements that provide opportunities **to engage in their specialisation**. Primary Specialisations are: - English/Literacy, Mathematics/Numeracy, Health & Physical Education and Science

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

Placement Dates & Requirement Breakdown

ED2491 – Planning for Engaging Learning

Term 2: 16th March – 20th March 5-day consecutive block)

- **Before Placement Commencement Date:** Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- Support student learning: individual and small groups of students
- Targeted observation to gather data about learner readiness to support an engaging lesson with an effective classroom management 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	- Non-assessed professional Experience Formative Report to prepare PST for next phase of Placement - PST must compile the Professional Experience Evidence-Based Portfolio
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team

ED2194 – Approaches to Oral Language and Reading Development in Primary School

Term 3: 20th July – 31st July (10-day consecutive block)

Return to ED2491 School

- **Week 1:** Guided **planning** discussions & **co-teach 6** lessons, **3** English/reading experiences and **1** lesson of PST's Specialisation and **2** lessons of either Health, Science or HASS
- Gradually Releasing Responsibility for PST to **teach 1** of the 3 co-planned reading events **independently**
- **Co-plan** lesson & **co-teach** either **1** Health, Science, HASS (timetable dependent) to implement coursework curriculum subjects Tri 1 & 2
- **Week 2** Gradual Release of Responsibility for PST to **independently plan** and **teach 7** lessons – **4** English/reading experiences or **literacy block** (a sequence of learning across a minimum of 3 lessons) **1** lesson of PST's Specialisation
- **Co-plan** lesson & **co-teach 2** lessons of either Health, Science or HASS (timetable dependent) to implement coursework curriculum subjects Tri 1 & 2

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

Primary Specialisation subjects

English/Literacy Mathematics/Numeracy Health & Physical Education Science

Reporting

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

Roles and R

Roles and Responsibilities

Mandatory Induction

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

Expectations

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

Engagement

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

Assessment & Reporting

- **SBTE** provides evidence-based feedback (verbal & written) to **PST** to support their development
- **SBTE** uses Portfolio as evidence to support the evaluation of **PST's** performance
- One Professional Experience Placement Report per Placement block
Professional Experience Formative Report ED2491
Professional Experience Report ED2194: Minimum of Developing in **EACH** descriptor at Engagement Level
- **SC** submits signed Professional Experience Reports & Records to Student Placement Team - cc Preservice Teacher
- Report is due **within 5 days** of Placement completion for the **PST's** course progression

Placement Checklist

A Quick Hyperlinked "Go To Guide"

	Preservice Teacher	Site Coordinator	Site-Based Teacher Educator
Pre-Placement Check	<p>Review the following documents</p> <p>QCT Code of Ethics Professional Boundaries</p> <p>JCU Student Code of Conduct</p> <p>Have full knowledge of</p> <ul style="list-style-type: none"> • Professional Experience -Student General Handbook • Induction Document • Professional Experience Handbook • Placement Learning Goals • Detailed Weekly Learning Tasks • Portfolio Requirements • Assessment & Reporting Requirements 	<p>Direct colleagues to the provided JCU Professional Experience Resource Portfolio - Induction Documents Guide, Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources</p>	
	<p>Attend all Placement Workshops to meet the Subject's Special Assessment Requirement</p> <p>Check that your Blue Card is current</p> <p>Access the LearnJCU EDU_PROFEX Community Site 2nd Year Folder for supporting documents and templates</p> <p>Ensure you have an updated JCU Professional email signature</p> <p>Contact the Site Coordinator upon placement confirmation</p> <p>Arrange a time to meet, in person or via Zoom/Teams, to discuss your upcoming placement</p> <p>Attend school mandatory induction – as per the JCU Induction document</p>	<p>Induct PST</p> <ul style="list-style-type: none"> • Workplace Health and Safety • School policies and procedures • School expectations • School/Community orientation <p>Orient PST to the school ethos, professional conduct expectations (reaffirming Professional Boundaries), pedagogical framework, behaviour management policies and school procedures</p> <p>Record PST's emergency contact details and sight their Blue Card</p> <p>Confirm PST's specialisation subject</p> <p>Advise PST</p> <ul style="list-style-type: none"> • how they should contact you for support • when you might check in on them <p>Advise SBTE</p> <ul style="list-style-type: none"> • how you might support them in the moderation/ assessment and reporting 	<p>Meet with PST</p> <p>Discuss the Placement structure</p> <p>Clarify assessment requirements and criteria for the Placements</p> <p>Discuss with PST the Key Elements (infographics) of the Professional Experience Placement Handbook</p> <ul style="list-style-type: none"> • Level 2 Placement Goals & Structure p.4 • Roles & Responsibilities p.9 • Assessment p.18 • Level 2 Placement Criteria p.19 • Evidence-Based Portfolio p.22 • Placement Details • ED2491 pp.26-36 • ED2194 pp.38-53

During Placement Check

Access the JCU Weekly Optional Drop-In Sessions (2-week Placement)

Discuss & Collect artefacts, as required for subject Assessments

Follow the detailed weekly placement tasks

Engage in professional dialogue and reflective practice discussions

Develop an Evidence-Based Portfolio

Utilise portfolio artefacts as a framework to facilitate and enrich reflective practice discussions with the SBTE

Support PST with their timetable to have the opportunity to engage in their specialisation subject, e.g., **HPE or Science** – [Important Information](#)

Check in with SBTE regarding the progress of PST

Initiate early the At-Risk Procedure if PST is at risk of not meeting requirements [p.16](#) and [p.17](#)

The form is located in the JCU Resource Portfolio

Clarify your expectations with your PST:

- Reporting time, punctuality, duties, **planning deadlines**, and mobile phones
- Observation: how and when could they do so
- Participation: how they support student learning

- **Provide** PST with the following
 - timetable
 - support to engage in the PST's specialisation subject
 - student information/data to support PST understanding of student 'readiness' and planning preparation
 - relevant curricular resources for the Placement, relevant management procedures and routines

Engage in professional dialogue regarding Portfolio artefacts to support your assessment of PST demonstrating evidence of APSTs

Initiate early the [At-Risk Procedure](#) if PST is At-Risk of not meeting requirements in either designated class or specialisation area so support action can be implemented

Concluding Placement

Ensure you have the [Ethical](#) Collection of Data about learners is signed (ED2491) LearnJCU EDU_PROFEX Community Site – 2nd Year Folder

Ensure all resources and teaching materials are returned

Display professional courtesy and good manners by extending your thanks to all staff and the school community

Retain a copy of your signed Professional Experience Report

Sign the Professional Experience Formative & Professional Experience Reports after completion of each placement and **submit** to placements@jcu.edu.au

Carbon Copy PST so they **may retain** a copy of the Digital Report

Submit your Site Coordinator's [pay claim](#)

If more than 1 SBTE is assigned supervision (Specialisation), they provide a **moderated** Placement Report across both teaching areas, and both discuss their specific subject with the PST

[Submit your pay claims](#) by the end of the placement dates

Forms are found in the [JCU Professional Experience Resource Portfolio](#)

Section 2

Placement Support

Procedures to assist both PST and SBTE during placement

JCU Resource Portfolio

SBTEs who accept the role of supervising a PST have easy, fast, and independent access to all resources and information required to prepare to host 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 recognises and acknowledges the importance of providing ongoing support to SCs and SBTEs before a placement. JCU supports and facilitates an effective partnership to enhance the placement's quality and success by offering online sessions that foster regular communication among all stakeholders.

JCU offers an optional Drop-In Support Session for both SCs and SBTEs. The sessions are offered via LearnJCU. Please refer to the [School Partnership Support Document](#) for links to all sessions.

The purpose is to provide SCs and SBTEs with 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's development at either the Engagement or Achievement Level
- Knowledge of JCU Professional Experience Program

If confirmed as hosting a 2nd Year Preservice Teacher

For any Placement scheduled in Term 1

Please click the Link  to access the JCU session.

Optional Support

Drop-In prior commencement of the Placement

Any Time between 3.30 pm – 4.30 pm

[Wednesday 25th February !\[\]\(07549ea8c24e6a9587f5e27f215997c7_img.jpg\)](#)

Click the link to join the Collaborate session to meet the Professional Experience Coordinator and ask any Placement questions.

For any Placement scheduled in Terms 3

Please click the Link  to access the JCU session.

Optional Support

Drop-In prior commencement of the Placement

Any Time between 3.30 pm – 4.30 pm

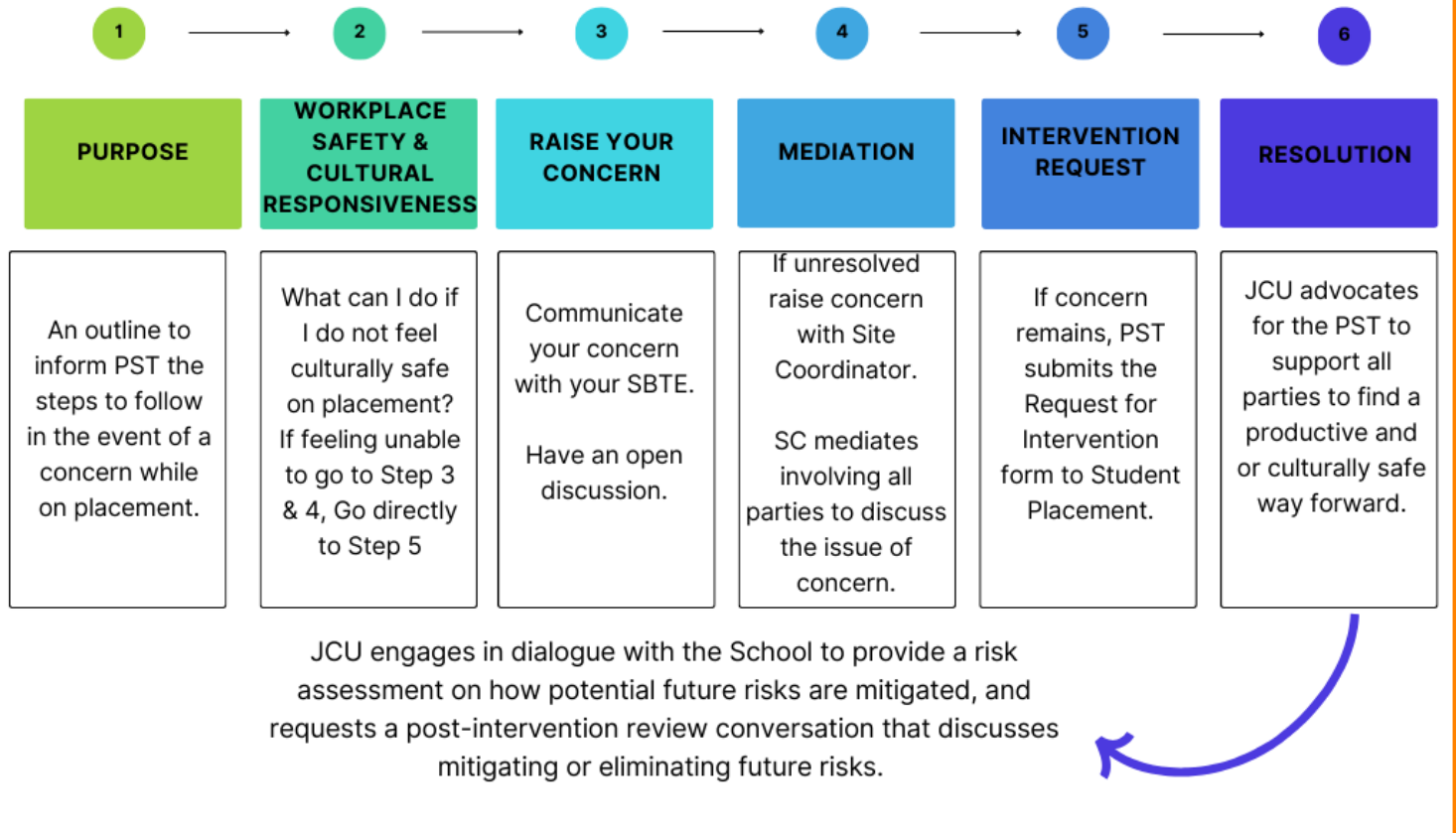
[Wednesday 6th May !\[\]\(e7333b044f927d371647bc5699c46b55_img.jpg\)](#)

Click the link to join the Collaborate session to meet the Professional Experience Coordinator and ask any Placement questions.

Preservice Teacher Request for Intervention

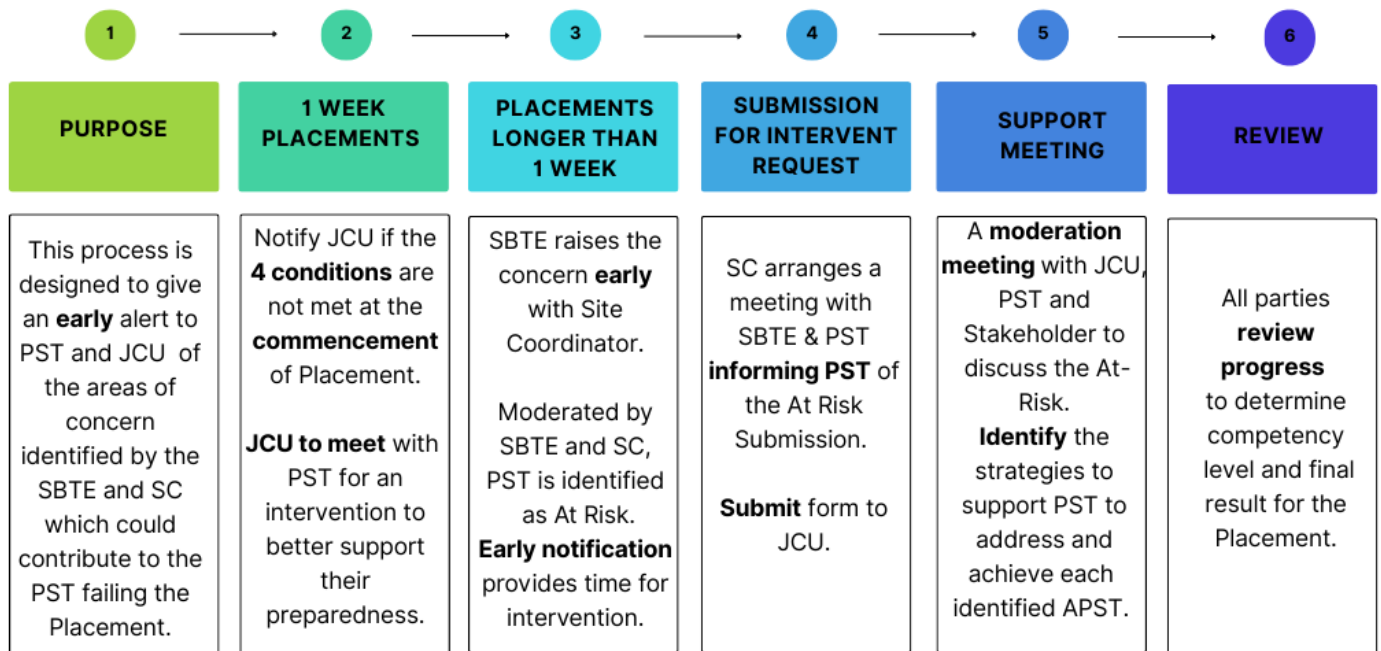
The "Intervention Notification" is designed solely for PST use to trigger a response from the Student Placements Team to the PST submitting the notification. **The form is available on the LearnJCU Professional Experience Community Site.**

Guidelines for the Preservice Teacher to Request Intervention



Upon receipt of the Intervention Notification, the Student Placements Team will notify the Professional Experience Academic Coordinator (Education). Either the Coordinator or the Academic Liaison will contact the PST to discuss the concern. If necessary, the Professional Experience Academic Coordinator or Academic Liaison will visit the school to discuss the matter with all parties concerned.

School Request for an At-Risk Notification Report - Early Intervention



Placement Conditions

1. PST **initiates** communication with the stakeholder to arrange an Induction or **responds** to the Stakeholder's request for an Induction
2. PST has a copy of the Professional Experience Handbook
3. PST has the required Templates for the Placement
4. PST understands the requirements and the Placement's Learning Tasks

The At-Risk process is designed to alert the PST and JCU to areas of concern identified by the SBTE and SC. The At-Risk process should be used in any of the following circumstances:

- Where the PST has **not taken full responsibility to prepare** for the Placement and met the **Placement Conditions**
- Where the SBTE and SC believe the PST could, with additional effort and attention, work to demonstrate competence in all criteria required in the Professional Experience
- Where the PST is failing to respond effectively to feedback provided by the SBTE and SC
- Where the SBTE and SC believe that intervention from JCU would assist the PST

The At-Risk process (and report) should be initiated as early as possible. This action allows time for intervention.

On receipt of the At-Risk Notification Report

- Student Placements Team contacts the Professional Experience Academic Coordinator
- Contact is made with SC to discuss the concerns
- Based on conversations, an arrangement is made for either the PEAC or the Academic Liaison to visit to support the PST and the Supervising Teacher
- In collaboration, the JCU Team, school and PST develop an action plan of support that serves the best interest of all parties, including a time for review

At-Risk Form can be found in the [JCU Professional Experience Resource Portfolio](#)

If further action is required, the Site Coordinator should contact the Professional Experience Academic Coordinator via email: trisha.telford@jcu.edu.au or phone (07) 4781 5424

When to Submit an At-Risk Notification Report

A Site Coordinator can inform JCU if a **PST does not meet the following 4 conditions**. Failure to meet these conditions automatically places the PST at official Risk as an inherent consequence of not fulfilling their professional responsibilities.

1. Not initiating or responding to communicating with a Stakeholder for an induction.
2. Not having a copy of the Professional Experience Handbook
3. Not having the required Templates
4. Not demonstrating an understanding of the requirements and Placement's Learning Task.

2 Week Placement

At the **first sign** of concern regarding the demonstrated Professional Standards, discuss the matter with the Site Coordinator to **initiate** the At-Risk process.

Early notification to JCU **allows for timely** intervention. This provides the PST with the opportunity to address and demonstrate evidence of meeting the Professional Standards before the placement completion date.

Section 3

Assessment Details

An overview of all assessment requirements

ASSESSMENT MODERATION

Has the Preservice Teacher shown sufficient evidence of a deep interest in learning and in developing their professional knowledge, practice & professional literacies?

Provide descriptive feedback to guide the 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 & Evidence-Based Portfolio

CONSIDERATIONS

Evidence of demonstrating assessed APST is through **Practice**,

Evidence-Based **Portfolio** and Professional **Reflective Dialogue**

Observation of daily engagement & professional literacies

ED2194 - 10 DAYS

Assessed using the Professional Experience Report

Discuss practice and overall evaluation to support planning for the Level 3 Placements

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



Assessing Level 2 Professional Experience

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

Site-Based Teacher Educators Making the formal evaluation takes the following into consideration	Preservice Teacher 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 Evidence-Based Portfolio • Professional dialogue of practice and professional learning during Placement 	<ul style="list-style-type: none"> • Curated evidence of practice using the Evidence-Based Portfolio • Key strengths, areas of concern and suggestions for continued development toward Graduate Level • Specific feedback on the area of specialisation

Success Indicators 2 nd Year	Success Indicators 3 rd Year
Engagement	Engagement
<p>Preservice teachers focus on developing an understanding of students' diverse characteristics to plan engaging learning; enact lesson sequences using explicit teaching, modelling, and scaffolding; collect and use evidence to monitor progress and inform next steps; build pedagogical content knowledge in reading and their specialisation; and commence the implementing of proactive Tier 1 classroom management to create positive, inclusive learning environments.</p>	<p>Preservice teachers focus on using a range of data to inform and appraise their practice. By the end of the third year, preservice teachers demonstrate a stronger reflective thinking by analysing why specific outcomes occurred and articulating the informed reasoning behind these observations. Furthermore, they propose thoughtful, evidence-based strategies for improvement, drawing on their own reflective insights to inform future actions.</p>
<p>Successful demonstration of engagement developing toward Graduate Standard – the Preservice Teacher:</p> <ul style="list-style-type: none"> • with advice and support, is beginning to link/design/source ... • at times with guidance able to ... • is aware of, understands, but still to show application • often requires prompts to seek and reflect ... • has some capacity ... • is occasionally prepared to ... • requires some prompts to take the initiative... 	<p>Successful demonstration of engagement developing toward Graduate Standard – the Preservice Teacher:</p> <ul style="list-style-type: none"> • with minimal advice and support, is able to link/design/source ... • is predominately able to ... • is aware of, understands and attempts to apply ... • requires occasional prompts to seek and reflect ... • has strong capacity ... • is prepared to with guidance ... • often initiates ...

Assessment Ratings

Well developed	Consistent evidence of knowledge, practice and engagement that demonstrates the APST descriptors at the Graduate Career Stage
Developing adequately towards the 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

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

- A **developing knowledge** and understanding of the implications for the learning of students' physical, cultural, social, linguistic and intellectual characteristics to plan for engagement in learning
- A **developing** practice to enact a sequence of lessons that incorporates the pedagogy of explicit teaching, modelling and scaffolding to respond to the diverse learning needs and strengths of students
- A **developing** practice focused on collecting and using evidence of learning to monitor student progress and guide the next steps in planning. This includes identifying evidence of mastery, understanding the typical learning progression within a subject area, and recognising the core curriculum knowledge required for students to advance.
- A **developing** knowledge of pedagogical content knowledge of the concepts, content and teaching strategies of both the teaching of reading and specialisation
- **Developing** the ability to apply evidence-based strategies for teaching literacy and numeracy, informed by an understanding of how these skills are acquired
- **Developing** knowledge and practice in implementing effective proactive Tier 1 classroom management practices, fostering a positive learning environment to engage learners
- Ways to **explore** how to identify support for students' well-being and safety, working within the school and system curriculum and legislative requirements.
- Professional conduct **reflects** QCT Code of Conduct, Professional Boundaries and the school code of conduct.



Evidence-Based Portfolio Assessment Requirement


The purpose is to document Professional Learning, Growth, and the Demonstration of the Australian Professional Standards. This is **not** an assessable Item, but it **supports** the PST's professional development in demonstrating their planned **Impact For** and evidence of their **Impact On** student learning. The second purpose of the Portfolio is to inform the SBTE's **assessment** of the PST's development, along with their observations of the PST's practice and engagement in Professional Reflective Dialogue.

The folio of **curated evidence** validates the PST's developing *Professional Knowledge, Practice & Engagement*, as they progress through their Career Phases, particularly from Graduate to Proficient, and is therefore an essential element of the Placement learning. The portfolio is a working document. It can be digital or hard copy.


EVIDENCE-BASED PORTFOLIO

This infographic outlines the requirements & purpose of the Portfolio.
The curated artefacts to guide reflection and demonstrate evidence of PST's development


PURPOSE

To begin the process of annotating artefacts demonstrating understanding & application of teaching practices
 Provides tangible evidence of practice
Supports subject assessments


DEVELOPMENT

 Start considering the reasons behind your teaching decisions and any challenges, using artefacts to support your reflections

STRUCTURE

 Each 'evidence collection' has an Annotation Cover Sheet.
The selected annotated artefacts should demonstrate a range of relevant Standard descriptors, indicating the context of the chosen artefact

REQUIREMENT

Start gathering and briefly noting evidence of you demonstrating the APSTs for your Portfolio from day 1
 Use the required artefacts to capture the behind-the-scenes aspects of teaching to record your understanding of 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

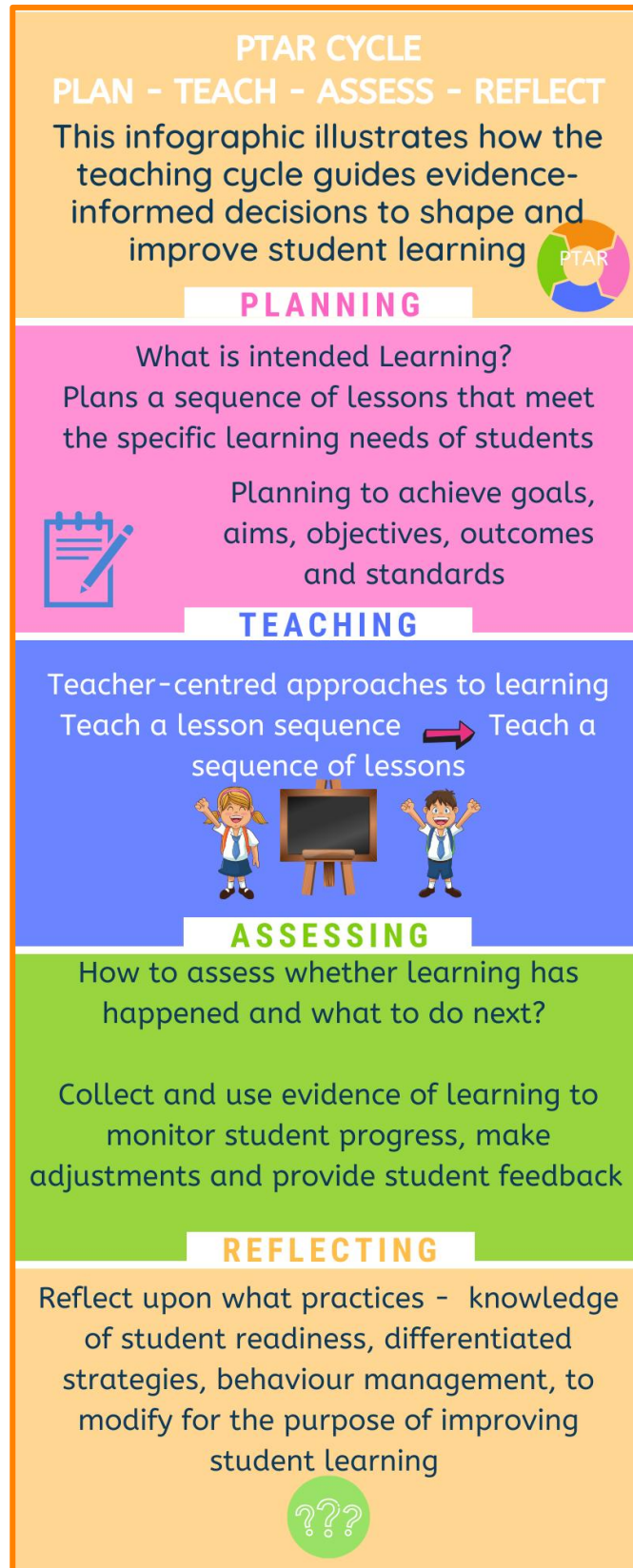
Section 4

Individual Placement Details

What to do during each of the designated Placements

Level 2 Planning and Teaching Focus

Level 2 of the program has Preservice Teachers engaging with the Evidence-Informed Teaching Cycle (PTAR) through weekly placement tasks that involve observing and enacting the reflective teaching process. They begin by collecting data to analyse learner readiness (**learner profiles**) and factors influencing engagement and achievement, while examining classroom features that prevent misbehaviour and planning for a safe, supportive environment that maximises student learning. In addition, Preservice Teachers assess learning outcomes to evaluate the effectiveness of their planned instruction, make informed decisions for next-step learning and progression, and critically reflect on these decisions to refine their practice and strengthen future planning and student learning.



1st Level 2 Placement
ED2491 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED2491

This infographic explains the overarching goals for the ED2491 Placement

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 the diverse needs of students



GOAL 3

Apply classroom routines & procedures to create a safe, supportive learning environment. Reflect on how these practices help students stay engaged & achieve learning



GOAL 4

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



DAY 1

Expectations dialogue

Begin Class and Student Profiles



Recording Classroom Management Observation



DAY 2

Complete Student Engagement & Teaching Strategy Observations



Planning Discussion Professional Conversation

DAY 3

Targeted Classroom Observation

Lesson Structure Observations



Planning decisions informed by observations A, B, C

DAY 4

Deliver teacher-directed lesson



Evidence of learner progression – the assessed learning Analysis of Learning

DAY 5

Professional Conversation Next Step Planning Suggestions based on Analysis of Learning



Complete coursework observation templates



ED2491 OVERVIEW

Summary of Evidence

A summary of the evidence required for ED2491 Assessment Task 3

Please ensure that you have collected the information and documents outlined below, as each item is **essential to the completion** of Assessment Task 3 in this subject. All evidence must be collected from the same class/specialisation, e.g. Year 2 Health or PE, Year 4 Science, Year 1 English, Year 5 Maths

Summary of Evidence Chart		
When to collect	De- identified Evidence required	Purpose
<p>You will collect this data when you complete Appendix A</p>	<p>Decisions for Intended, enacted and assessed Learning Whole Class Profile (Template)</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>
<p>You will collect this data when you complete Appendix B</p>	<p>Decisions for Intended, enacted and assessed Learning Learner Profiles (Template)</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 in your specialisation ○ 1 student profile representing students currently working at the expected standard for the class in your specialisation ○ 1 student profile representing students currently working above the expected level for the class in your specialisation 	<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, the preliminary grouping by learning readiness, along with the profiles of students in each group, will inform differentiation decisions during the lesson.</p>

<p>You will collect this data when you complete Appendix C</p>	<p>Decisions for Intended, enacted and assessed Learning Classroom Observations</p> <ol style="list-style-type: none"> 1. Classroom Management 2. Lesson Structure 3. Teaching Strategies 4. 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 demonstrating 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 the proposal of the 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 and 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 both ED2491 Placement Goals & your personal goals	PST provides incidental support to student learning (individual and small groups)	Observe and record effective rules, routines, and cues that foster learning habits that prompt students to respond quickly to instructions, reducing wasted learning time APST 4.1	Co-reflect with SBTE about your observations of how class routines and procedures supported student well-being and student safety preventing misbehaviour
Targeted Observation & Reflection	Discuss with SBTE your Philosophy of how to engage all learners for 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, effective Core content in template	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 Appendix G
Ensure you are collecting required Artefacts of ED2491 Assessment Tasks	<p>Professional Planning Dialogue</p> <ul style="list-style-type: none"> teacher-directed scaffolding approaches to learning how SBTE works towards alignment of intended, enacted and assessed learning in the classroom what decisions are considered when planning a lesson <p>Discuss with PST the delivered teacher-directed lesson to be planned in alignment with the weekly overview and taught on Day 4</p> <p>Identify the intended learning outcomes for the day 4 lesson</p>	<p>The analysis of the Appendices ABC and review of D (completed before placement) Assessment Item 2 will inform you of your planning decisions for your lesson on Day 4</p> <p>A whole class B – learner profiles C – Observations (4)</p>	<p>Begin ethically & confidentially developing 3 student Individual Learner Profiles (Appendix B) demonstrating learning readiness currently ‘below’ ‘at’ ‘above’ achievement Standards APST 1.1</p> <p>Ethically & confidentially begin to develop a whole class description Appendix A showing evidence of learning</p>	<p>Co-reflect with SBTE about initial observation of readiness for learning</p> <p>Co-reflect upon observations of the alignment of the intended, enacted and assessed learning</p>

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by collected artefacts

Ethical and confidential use of Data - what school or system approaches are used that provide appropriate measures to ensure that databases (including interactive data, e.g., Dojo) are secure and confidential? What is the SBTE’s approach to supporting and planning for learner diversity within the class? What strategies promote and support diversity and cultural awareness? **APST 2.4**

Day	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
Day 2	<p>SBTE model planning and development of enacted learning to structure a lesson – including the sequencing of content and transition between the stages APST 2.2</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 APST 2.5</p> <p>Discuss features/characteristics of the classroom environment, including the role of high-quality instruction, that can proactively support the prevention of misbehaviour</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>Observe how the classroom environment promotes respect and inclusion. Consider how the teacher uses language and interactions to affirm diversity, encourages all students to participate, and values individual contributions. APST 1.6</p> <p>SBTE model differentiated teaching strategies catering to the needs of targeted students APST 1.5</p> <p>PST - Observe and record response teaching strategies and how the 3 focus students engaged in learning and interacted with their peers Appendix C Recording Sheet for Teaching Strategies APST 1.3 3.3</p> <p>SBTE model proactive 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 get 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 (where the student is at now) in relation to the learning intention– 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>Analyse the learning to determine the student’s gap between current and intended level of performance</p> <p>Co-reflect on a lesson and its progression from one step to the next and how it achieved the lesson outcomes APST 5.4 (choose a Science, Maths or specialisation lesson, if possible, to observe during the week) to support other Tri 1 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 respectfully and collegially interacted with their peers for learning APST 1.6</p>

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by collected artefacts

Think about the correlation between establishing class routines and procedures and establishing a safe and supportive learning environment—how does this support learning? What strategies, challenges and explicit teaching are effective to establish rules and routines, or cues that are focused on creating learning habits that encourage students to respond quickly to instructions to reduce wasted learning time? **APST 1.2**

Discuss how teachers might be challenged to uphold the teaching code of ethics in complex classroom situations, and how demonstrating these principles helps model professionalism for students. **APST 7.1**

As the teaching landscape changes, what strategies do they implement to protect their well-being and resilience, given the complexity of these changes? **Assessment Item 3**

	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 an 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, ensuring that the planned content description meaningfully aligns with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority, where appropriate APST 1.1, 2.2, 2.4</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 differentiated strategies • lesson structure • learning plan environment <p>PST designs a plan of intended learning, aligned with the weekly overview, uses the Lesson Plan Template (Appendix E), and makes decisions informed by the template analysis of Appendices A, B, C, and the reviewed Appendix D.</p> <p>These considerations will help PST in creating a classroom supportive of learning</p>	<p>SBTE model strategies to support inclusive student participation and engagement in classroom activities</p> <p>SBTE model teaching strategies for learners to gain new skills using clear worked examples, and the gradual removal of scaffolded practice as students gain proficiency APST 3.3</p> <p>Observe STBE’s lesson transition – complete Appendix C Recording Sheet for Lesson Structure APST 2.2</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 APST 5.1</p> <p>Observe how SBTE provides immediate, specific feedback linked to the learning intention and success criteria. Record when and how feedback was given, noting student responses APST 5.2</p> <p>Refine the 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>Reflect with your SBTE on whether the timing and feedback given to students supported learning or needed adjustment</p> <p>Review Appendix D – Tier 1 Learning Environment Plan to support you Foster a safe and supportive learning environment – utilise information on observed patterns of behaviour, whole class and learner profiles</p>

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by collected artefacts

Are student engagement, academic self-efficacy and motivation predictors of academic performance? What whole-school or classroom-specific strategies support students' well-being and safety, as well as strategies to develop and build students' 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>When planning your lesson, implement Tomlinson’s differentiation strategies to address the specific, diverse learning needs of students currently performing at different levels. APS 1.5</p> <p>Discuss your justification of your approach with SBTE by identifying the specific strategies you will use (e.g., content, process, product, or learning environment differentiation) and explaining the intention of the strategies to support engagement and progression for all learners. Assessment Item 3</p>	<p>SBTE model differentiated teaching strategies, developing students’ engagement in learning</p> <p>PST enact the planned teacher-directed lesson</p>	<p>PST collects and gathers evidence of learner progression during the taught lesson – the assessed learning</p> <p>Provide task-level feedback to students during or immediately after the lesson, linked to the learning intention and success criteria - Focus on how to improve or extend learning APST 5.2</p>	<p>PST to individually analyse evidence of learning to identify suggestions for the next-step learning, considering whether students have achieved the lesson’s success criteria or if the content/skill needs to be reviewed/retaught</p> <p>Prepare the above analysis Appendix F (Analysis of Learning) for Day 5 co-discussion planning</p> <p>Co-reflect upon the use of classroom management to support student learning during the taught lesson</p> <p>Complete Reflection on Classroom Behaviour Management Appendix G Assessment Item 3 Part 3</p>

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by collected artefacts

Discuss the difference between planning for student engagement as an ongoing process of learning, rather than viewing producing a lesson plan as the final product. What are the challenges and rewards of teacher-centred learning pedagogies, particularly when students engage in ‘active’ learning processes?

	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 are collecting required Artefacts of ED2491 Assessment Tasks</p>	<p>SBTE models 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, and demonstrates how this lesson fits within a broader sequence of lessons to ensure continuity and cumulative learning APST 3.2</p> <p style="text-align: center;">PST</p> <ol style="list-style-type: none"> 1. Present analysis of assessed learning to SBTE (Appendix F) APST 5.4 2. Propose the next step learning, for example, revise, consolidate or extend knowledge and/or skills and learning goals for focus students APS 3.1 3. Discuss with SBTE suggestions to ethically regain classroom management after disruptions, ensuring dignity and respect for all learners 4. Record/document SBTE’s feedback Assessment Item 3 <p style="text-align: center;">SBTE</p> <p>Discuss & provide feedback on the effectiveness of PST’s suggestions for the next step in learning</p>	<p>Continue to provide incidental support to student learning (individual and small groups)</p>	<p>Reflect with your SBTE on how you used assessment tools to monitor learning during this placement and identify specific strategies you will apply in your next placement to strengthen assessment practices and provide purposeful feedback.</p>	<p>Seek feedback from SBTE regarding the enacted teacher-directed lesson, considering the layers of planning:</p> <ul style="list-style-type: none"> • Engagement of learning: how PST planned to cater for learner readiness • Appropriate learning behaviours: how PST considered and implemented practices in preventing misbehaviour and/or disengagement, including the role of high-quality instruction as a proactive practice • Individual lesson: Was the procedure effective? • Lesson as part of a sequence: How did it connect to prior and future learning? • Broader view: How did PST know learning occurred, and what evidence supported this? <p>Co-reflect upon achieved ED2491 Placement Goals and Professional Experience using the portfolio with SBTE</p> <p>Revisit your Philosophy of how to engage all learners for learning in light of your observations and new learnings</p> <p>Completion of the Ethical Collection of Data about Learners Report is signed by PST & SBTE</p> <p>Submitted with ED2491 Assessment Task 3</p>

ED2491 Evidence-Based Portfolio

The Preservice Teacher will **discuss** with the Site-Based Teacher the required assessment artefacts, either prior to or on the first day of the Professional Experience Phase.

PST will require the Annotation Cover Sheet

Structure	Suggested Artefacts for inclusion
Professional Identity	Reflect on what it means to truly engage learners in the learning process. Consider how your philosophy shapes strategies that foster curiosity, active participation, and inclusion for every learner and share with the SBTE at the commencement of the Placement
Planning effectively	Understanding Learners <ul style="list-style-type: none"> • Whole class profile [Appendix A] APST 1.1, 1.3, 1.6 • 3 learner profiles annotated how gathered knowledge of needs may affect learning and where differentiation may be required [Appendix B] APST 1.1, 1.3, 1.5
	Understanding Planning <ul style="list-style-type: none"> • Observation notes detailing a range of differentiated teaching and learning strategies enacted to support and engage all learners [Appendix C Learning Strategies] APST 1.5 • 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, 2.4, • Documented notes from SBTE’s lesson plan feedback APST 6.3
Teaching effectively	Understanding Teaching <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 2.5, 3.3 • 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 3.3 • Documentation of SBTE feedback on PST’s effectiveness for suggestions concerning next step learning Assessment Task 3 APST 6.3
Managing effectively	Understanding Positive Learning Environments <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	Understanding feedback and checking for understanding <ul style="list-style-type: none"> • Observation notes on how SBTE provides purposed feedback to support learner progression APST 5.2 • Student examples from focus students to identify assessed learning and next step learning suggestions [Appendix F Analysis of Learning] APST 5.1, 5.4
Professional Conduct	Demonstrating professional conduct <ul style="list-style-type: none"> • Seeks formative feedback to plan for next phase of placement APST 6.3 • Ethical Collection of Data about Learners Report APST 7.1
Reflective Practice	Your reflection will be discussed upon your return to Coursework <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	

Completed 5 Consecutive Days	<input type="checkbox"/>	from / / to / /
Completed and discussed professional portfolio	<input type="checkbox"/>	
Experienced an observation/engagement opportunity with specialisation subject	<input type="checkbox"/>	
Constructive feedback will support the PST in planning their next phase of Placement, building upon the enactment of 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 assess the need for differentiated teaching strategies, with attention to literacy and numeracy, including resources customised or created by the SBTE, to facilitate student learning? 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.	
Preservice Teacher's name	Signature
Supervising Teacher's name	Signature
Site Coordinator's name	Signature

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2nd Level 2 Placement

ED2194 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED2194

This infographic explains the overarching goals for the ED2194 Placement

GOAL 1

Draw on the teaching and learning cycle, developing knowledge of the literacy strands



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



GOAL 4

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



FRAMEWORK

Preservice Teachers to be exposed to SBTE modelling, access to and engagement with curriculum documents, pedagogical decision-making, and effective teaching and learning of reading

DAY 1 & 2

Learner profiles to gauge learner readiness

SBTE model key concepts for the teaching of reading



SBTE Model Reading Approaches

DAY 3 & 4

Observe strategies to engage learners and support positive behaviours of learning

Guided co-planning & co-teaching reading lessons - GRR for PST to independently teach co-planned lessons

DAY 5

Gather evidence of learning to identify where students are in their reading development, and help them understand the progression of skills needed to attain mastery

Planning decisions informed by analysis



Guided planning discussion for Week 2 lesson

WEEK 2

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



ED2194 OVERVIEW

ED2194 Learning Tasks in Detail

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning Assess	Reflections to improve Student Learning Reflect
<p>Day 1</p> <p>Observation & Planning Discussion</p>	<p>Engage in a professional expectations dialogue with SBTE and discuss ED2194 Placement Goals</p> <p>Discuss with your SBTE your Philosophy of teaching reading and how it informs your approach to explicit, systematic instruction for students</p> <p>Update returning PST (or acquaint new PST) of new students, routines and procedures supporting the positive classroom environment</p> <p>Discuss Assessment Item requirements re: your progressive development throughout the placement, regarding the quality of your practices for the teaching of reading Ethical Collection of Data Form</p> <p>Discuss the overall literacy program (speaking, reading, writing) and how that is represented, i.e., the literacy block/individual lessons & commercial programs</p> <p>Discuss the teacher’s approach to developing a reading program meeting the specific needs, from emergent to fluent</p> <p>Discuss the intended lesson plans for reading experiences in preparation for the enactment of teaching</p> <p>Discuss the term’s intended English unit plans/overviews, formative/summative assessments, in preparation for co-planning the 3 lessons for Week 1</p> <p>SBTE discuss with PST how lesson content & skills</p>	<p>Complete a classroom or school library inventory / environmental print– Literacy Observation Template</p> <p>Observe 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 pre, during and post-reading experiences (ED2194 Currency of Balanced Approach) APST 1.5</p> <p>Observe how SBTE incorporates spacing in learning and retrieval practices, with students actively recalling information Spacing & Retrieval Template</p> <p>Specialisation Suggestions Visit another class, if required to: - HPE lesson observation Evaluate how the 5 propositions that inform the design of HPE teaching & learning experiences are guiding enacted practice(s) in school Science lesson observation Complete the Guided Observation -Template</p> <p>PST take the initiative to understand learners and contribute to their learning and engagement APST 1.1</p>	<p>Observe approaches and strategies – e.g., <i>routines, expectations, transition routines, explicit teaching of positive learning behaviours, active supervision, learner readiness, communications, active supervision</i> to engage and support student participation and engagement APST 4.2 Classroom Management Observation Template</p> <p>Observe and record the reading behaviours of either an emergent, beginning or fluent reader at their Instructional Level during independent reading time, supporting the understanding of learner literacy readiness Reading Observation Template</p> <p>Observe how SBTE determines a student’s reading level, e.g. Running Record (this could occur anywhere during the placement) and other standardised or diagnostic strategies, decoding & comprehension and reading behaviours APST 5.4</p> <p>Observe approaches and strategies – e.g., <i>routines, expectations, learner communications, active</i></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 to develop reading and oral language/vocabulary</p> <p>Co-reflect on how the SBTE used running records or other standardised testing to analyse reading and comprehension levels and discuss how commercial programs, such as PLD, support literacy development and text levelling</p> <p>Discussion of applicable pedagogy for teaching and/or developing fluency and self-extending reading, e.g. language comprehension</p> <p>Discuss lesson transition</p>

<p>are built and sequenced to connect to prior knowledge</p> <p>Discuss the planning for</p> <p>3 x English/reading experiences (independently teach 1), e.g vocabulary/comprehension</p> <p>2 x Health or PE, HASS (timetable dependent) to implement coursework learning – Tri 2 co-planned & co-taught</p> <p>1 x lesson with PST’s Specialisation during the Placement Lesson Templates</p>		<p><i>supervision</i> to engage and support student participation and engagement APST 4.1</p> <p>Ethically and confidentially review or develop 3 individual student Learner profiles demonstrating currently ‘below’ ‘at’ ‘above’ English achievement standards including literacy progression APST 7.1 Learner Profile and Annotation Cover Sheet</p>	<p>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>
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Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by [Evidence-Based Portfolio](#) annotated artefacts

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 factors informed the decisions regarding the approach, and what data support 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
<p>Day 2</p> <p>Planning</p> <p>Supporting PST to engage with and navigate Curriculum Documents</p>	<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>Guided co-planning discussion considerations</p> <ul style="list-style-type: none"> • Strategies that incorporate meeting students where they are in their learning and help students retrieve past learning APST 1.5 • Approaches to oral language development, e.g. word knowledge (i.e. morphemic) for any subject-specific language & EAL/D APST 1.3 • Reading fluency & comprehension • Choice of Shared, Modelled, Guided, and Independent approach & process and specific strategies for the approach APST 3.2 • ICT resources supporting oral language development & comprehension - online safety considerations APST 4.5 <p>Draw PST’s attention to the constructive alignment of content, curriculum-aligned learning objectives, pedagogy and assessment, and the sequence of lessons APST 2.3</p> <p>Model access and engagement with the English curriculum documents that will support the planning for explicit teaching of reading</p> <p>PST independently writes up lesson plans for either (reading group or whole class) for SBTE feedback and planned enactment Days 3-5 and for the other 3 x curriculum area lessons with a focus on the following</p> <ul style="list-style-type: none"> • Supporting students in the development of viewing and comprehension skills 	<p>SBTE model differentiated teaching strategies supporting student engagement in learning APST 1.5 Differentiated Analysis Template</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 incidental or planned) how to incorporate a variety of comprehension strategies, to develop the following components of the reading process APST 3.3</p> <ul style="list-style-type: none"> • contextual knowledge of a text -language comprehension • semantic, grammatical, graphological/phonological sources of information • word recognition knowledge e.g. phonological awareness and phonics • how the above components develop interdependently to build reading fluency <p>Model constructive feedback to support learning progression APST 5.2</p> <p>Model the integration of digital literacies and how the content relates to the appropriate level of digital literacy learning continuum</p> <p>(Understanding of ‘Text’ built upon ED1421 knowledge of text)</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 the strategies/tasks to retrieve learnt knowledge and consolidate new learning</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 attain mastery of reading APST 5.4</p> <p>Continue developing 3 student Learner profiles to inform planning and teaching decisions APST 1.1, 1.3 Learner Profile and Annotation Cover Sheet</p>	<p>Co-reflect on your understanding of how teaching strategies for the teaching of reading were differentiated to support the diverse needs Analysis Template</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 the building of your knowledge base and understanding of the strategies that support the development of the components that underlie reading comprehension</p> <p>Co-reflect on observed preventative approaches and strategies that supported the development of positive learning behaviour</p>

	<p>Discuss the positive behaviours for learning plans with Tier 1 universal approaches to engage learners and corrective feedback strategies APST 4.2 Discussion Template assessment and the sequence of lessons</p>	<p>Model both preventative and corrective feedback strategies and language to re-engage students</p> <p>PST take the initiative to understand learners and contribute to their learning and engagement APST 1.1</p>		
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Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by Evidence-Based Portfolio annotated artefacts

How does digital literacy support a range of differentiated learning opportunities for diverse students? 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
<p>Day 3</p> <p>Planning Teaching</p>	<p>Review planned lesson plans and PST adjusts according to feedback concerning the constructive alignment of content and assessment to how you would enact the plan to improve the teaching of reading</p> <p>Continue the guided co-planning discussion with PST to support the planning of required lessons</p> <p>Co-plan & model considerations and discussion to support PST to plan independently APST 2.1</p> <ul style="list-style-type: none"> • Backward mapping from the assessment supporting key intent of the lesson is aligned with either formative 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) • strategies that incorporate spacing and retrieval practice, build upon each other, meet students where they are in their learning and help them retrieve past learning and consolidate it in long-term memory • Recognise that the unit of work sits in a broader context in terms of learning content to ensure learner readiness for the planned content • Reading specific conceptual knowledge – e.g. how grammatical structures and language features are used to convey meaning within the context of a specific genre. 	<p>SBTE guides 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 strategies to teach</p> <ul style="list-style-type: none"> • contextual information • semantic, grammatical, graphological/phonological information • optional – assume different roles when reading APST 3.5 	<p>Observe SBTE’s feedback strategies that help students understand their current progress toward reading mastery and provide feed-forward guidance to inform next steps for achieving learning goals APST 5.2 Feedback Template</p> <p>Observe diagnostic strategies to assess reading - decoding & comprehension and reading behaviours</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 formative assessment strategies, evidence of learner progression - APST 5.1</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>Observe & record strategies, questions SBTE uses to gain information about student reading behaviours to decode and comprehend a text Strategy Observation Template</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>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>

Discuss planning differentiated teaching process, product, content, and environment strategies based upon students' reading readiness to support them with multi-purpose reading across all curriculum areas

PST independently writes up co-planned lessons for review and seeks SBTE feedback
APST 6.3

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by Evidence-Based Portfolio annotated artefacts

What reading checklists or profiles support reading assessment? How regularly are running records taken to monitor and record the development of reading behaviour? **APST 5.1**
Ways to support EAL/D learners with reading.

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve student Learning - Reflect
<p>Days 4 & 5</p> <p>GRR Independent Teaching</p>	<p>Review planned lesson plans and PST adjusts according to feedback concerning the constructive alignment of content, pedagogy, and assessment</p> <p>Discuss the Week 2 lessons - the content's logical order, using strategies like spaced practice and retrieval activities. – Refer to the Spacing & Retrieval Template</p> <p>What strategies can the PST plan to ensure each lesson builds on the previous one in alignment with the unit and weekly overviews</p> <p>SBTE explicitly link the content to ACARA content descriptions and elaborations and assist PST in navigating curriculum documents</p> <p>Using profile/class diversity, discuss ways to incorporate Aboriginal and Torres Strait Islander perspectives and inclusive resources that reflect Indigenous cultures and voices into lessons APST 1.3, 1.4</p> <p>Continued preparation for Week 2 independent planning, discuss the process of sequencing lessons, aligned unit and weekly overviews and how PST will</p> <ul style="list-style-type: none"> align with the unit assessment and teaching and learning consider decision-making when planning for feedback to support learner progression 	<p>SBTE guides PST in the co/team teach the co-planned lessons</p> <p>PST independently teach 1 of the co-planned lessons – gradual release of responsibility</p> <p>Model approaches (both in the moment and planned) to check for understanding and provide feedback for learner progression APST 5.1</p> <p>Observe appropriateness of language used to develop conceptual understanding APST 3.5</p> <p>Observe how the teacher's strategies and chosen activities support the intended learning outcomes and success criteria of the lesson Observation Template</p> <p>SBTE to explain the considerations for selecting texts for the reading program.</p>	<p>Collect and gather evidence of learner progression towards mastery – the assessed learning</p> <p>Explain decision-making considerations when planning for feedback to support learner progression</p> <p>Observe and record approaches to gauge learner understanding and types of feedback to support learner progression APST 5.1</p> <p>Finalise learner profile collection and analysis to determine learner readiness and individual goals APST 3.1 Annotation Cover Sheet</p> <p>Observe approaches and recognise SBTE's chosen micro-skills implemented to reengage learners PBL APST 4.1, 4.2</p>	<p>PST reflect upon independently taught lesson and the alignment of the intended, enacted and the tools and strategies to assess learning Reflective Practice Template</p> <p>Independently analyse evidence of learning to identify suggestions for next step planning for learning & discuss analysis with SBTE</p> <p>PST seek feedback on taught lessons and discusses PST's independent Reflective Practice APST 6.3</p> <p>Reflect upon how the types of feedback informed the learner about their progress toward meeting the success criteria</p> <p>Discuss SBTE's decision for the types and times feedback was provided and ways to provide feedback for young children (P-3)</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>Formative Discussion – Formative Discussion Points</p>

<ul style="list-style-type: none"> • differentiate teaching for the diverse needs of the class • meaningful integration of GC and CCPs, with a specific focus on literacy and numeracy teaching strategies, as relevant to the teaching area (HASS, Science, HPE) <p>Guided discussion for a sequence of 4 lessons - to demonstrate the sequencing and developmental progression of oral language, reading fluency and comprehension APST 2.2</p>	<p>How does SBTE choose 'fit for purpose' or 'frustational' texts and prepare them for modelled, guided and independent reading</p>		
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Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by Evidence-Based Portfolio annotated artefacts

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? 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?

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve student Learning - Reflect
Final Week	<p>PST to independently plan 4 English/reading experiences (a sequence of learning across a minimum of 3 lessons in a sequence for the PST to engage in the Planning Cycle APST 2.2, 2.3, 3.1, 3.2 Lesson Plan Template</p> <p>Co-plan 2 x lessons for other curriculum areas – Health or PE, HASS, Science (timetable dependent) to implement coursework for other curriculum subject learning Blocks 2,3,5 - focus on reading readiness, considering the specific literacy demands for the subject</p> <p>Co-plan 1x Specialisation lesson (or observation within another class if not timetabled for designated class)</p> <p>Independent planning considerations</p> <ul style="list-style-type: none"> • Provide worked samples APST 1.2 • Plan to progressively remove steps so students can complete more of the learning independently APST 1.2 • Consider how your intended plan plans for student extension and support APST 1.1 • How are you differentiating to support the diverse needs APST 1.5 • 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 • Opportunities when using ICT to model logging in securely, not sharing passwords or highlighting icons or safety cues APST 4.5 <p>Discuss the process of sequencing lessons for a unit of work to align assessment and teaching and learning aligned to the weekly/unit plans</p>	<p>Independently teach 4 English/reading experience sequenced lessons APST 2.1, 3.3</p> <p>Co-teach 3 x lessons for other curriculum areas – Health or PE, HASS, Science</p> <p>Co-teach 1x Specialisation Specialisation Suggestions Visit another class, if required to: - HPE lesson observation Evaluate how the 5 propositions that inform the design of HPE teaching & learning experiences are guiding enacted practice(s) in school Science lesson observation Complete the Guided Observation -Template</p> <p>Focus on the progression of learning within a lesson and across the lessons</p> <p>Explicitly teach vocabulary and meta-language APST 3.5</p>	<p>Assess learning through a range of informal assessment tools /strategies APST 5.1</p> <p>Collect and gather the evidence of learner progression towards mastery – the assessed learning</p> <p>Ethical and confidentially record student learning APST 7.1</p> <p>Discuss feed-forward language to support learner progression and alternative ways to provide feedback besides written</p>	<p>Individually analyse evidence of learning to identify adjustments for the 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 3</p> <p>Think about how you used the discussion and applied feedback to create and review your plans APST 6.3 Assessment 3</p> <p>Revise lesson plans according to SBTE’s feedback and assessed learning</p> <p>Co-reflect Professional Experience using the Professional Experience Report and Evidence-Based artefacts with SBTE</p> <p>Evidence-Based Portfolio informs SBTE’s assessment of the Preservice Teacher’s demonstration designated APST</p> <p>Ensure all assessment artefacts have been collected</p> <p>Completion of Ethical Collection of Data about Learners Report is signed by PST & SBTE</p>

ED2194 Evidence-Based Portfolio

The evidence-based portfolio documents a preservice teacher’s **professional growth** and **competence** throughout the placement. It provides a **reflective framework** that connects practice to the Australian Professional Standards for Teachers (APST). The portfolio **offers the School-Based Teacher Educator (SBTE)** tangible artefacts to support assessment decisions and confirm that the preservice teacher has met the required APST for the placement.

PST will require the Annotation Cover Sheet

Evidence is required for ED2194 Assessment Items. Please ensure the collection of specified documentation—
as it is essential to complete the assessment items for this subject.

Structure	Suggested Artefacts for inclusion
Professional Identity	Think about your Philosophy of teaching reading and how it contributes to a child’s identity, agency, and ability to engage with the world. Share with your SBTE.
Planning effectively	<p>Understanding Learners</p> <ul style="list-style-type: none"> 3 learner annotated profiles showing evidence of beginning to choose responsive strategies and learning goals - Annotation Cover Sheet APST 1.1, 1.3, 1.5, 3.1
	<p>Understanding Planning</p> <ul style="list-style-type: none"> A sequence of lesson plans, highlighting examples of foundational content knowledge, student learning needs, and subject-specific teaching strategies (a minimum of 2 per teaching area) APST 1.5, 2.2, 3.2 An artefact showing either a worked sample, how planned content is in manageable chunks, a resource with clear visuals and concise instructions, with a summary explaining how it supports the cognitive load of learning APST 1.2 Collected evidence of teaching and learning sequences (units of work, literacy block, planning documents) Assessment Item 2 Annotated lesson plan showing evidence where the planned lessons ‘fit’ within school program/unit sequence of learning as the basis for designing an independently planned lesson sequence APST 2.3
Teaching effectively	<p>Understanding Teaching</p> <ul style="list-style-type: none"> Analysed Classroom Management Observation Template APST 4.1 Completed Positive Behaviours Discussion Template with a reflective annotation on how these were implemented in one of your lessons to re-engage learners and promote positive learning behaviours APST 4.2
Managing effectively	<p>Understanding Positive Learning Environments</p> <ul style="list-style-type: none"> Analysed Classroom Management Observation Template APST 4.1 Completed Positive Behaviours Discussion Template with a reflective annotation on how these were implemented in one of your lessons to re-engage learners and promote positive learning behaviours APST 4.2
Assessing and Recording Learning	<p>Understanding feedback and checking for understanding</p> <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, 5.4 Record of written or verbal feedback provided to students about their learning APST 5.2
Professional Conduct	<p>Demonstrating professional conduct</p> <ul style="list-style-type: none"> Annotated lesson plan showing evidence of including basic ethical ICT modelling – e.g. including source citation during lessons/ citing sources when using digital content (images, videos, articles) or times in lessons/assessment items where there has been explicit discussion of copyright, plagiarism, and the importance of acknowledging creators APST 4.5 Written reflection explaining what changes you made in subsequent lessons based on that feedback and the effectiveness of those changes and what you learned about your teaching approach APST 6.3 Signed Form for Ethical Collection to be submitted with Assessment Item 3 APST 7.1
Reflective Practice	Reflect upon what ways your philosophy of teaching reading influenced the strategies and approach to explicit, systematic instruction for students.

Ensure you have your Portfolio when attending Professional Experience Workshops

ED2194 Professional Experience Report

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports be returned **ONLY** by Site Coordinators. The Digital Report must be submitted to the Student Placement Team via email at placements@jcu.edu.au. The Report is due within 5 days of Placement completion to support Preservice Teachers' 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	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Specialisation	
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrates the APST descriptors at the Graduate Career Stage								
Developing adequately towards the 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 LEVEL</p> <ul style="list-style-type: none"> ➤ with advice and support, is beginning to link/design/source ... ➤ at times with guidance able to ... ➤ is aware of, understands, but still to show application ... ➤ often requires prompts to seek and reflect ... ➤ has some capacity ... ➤ is occasionally prepared to ... ➤ requires some prompts to take the initiative... 								
Not developing adequately	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage								

		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Planning effectively				
Analyses and reflects on collated student profiles to identify how holistic development and individual characteristics influence engagement and achievement.	APST 1.1			
Demonstrates a foundational understanding of cognitive load theory by planning and implementing learning activities that gradually remove prompts to reduce extraneous load and support schema development.	APST 1.2			
Plans for and respects the diversity of all students in the classroom and makes connections between aspects of a lesson and students' own contexts.	APST 1.3			
Identifies individual learning needs using available student information and begins adapting lesson content and delivery to address them.	APST 1.5			
With a gradual release of guidance, plans and documents , lesson sequences that organise content logically within a single lesson and across multiple lessons, to establish a progression of concepts and skills.	APST 2.2			
With a gradual release of guidance, uses school programs and curriculum as the basis for designing independently planned lesson sequences.	APST 2.3			
Includes general learning goals in planning, based on curriculum expectations and observed student needs.	APST 3.1			
Plans for a sequence of lessons, grounded in foundational content knowledge, student learning needs, and subject-specific teaching strategies.	APST 3.2			
<p><i>Provide constructive feedback to support PST planning for Level 3 placements. How has the PST used classroom management to foster engagement and achievement, and how have they considered learner diversity in planning? Reflect on how their observations informed planning decisions. What could improve lesson sequencing or reduce cognitive load in future planning?</i></p>				

Teaching effectively				
		Well Developed	Developing Adequately	Not Developing
With a gradual release of guidance, selects and applies relevant curriculum content to plan and teach reading instruction and explains key concepts, using correct subject-specific terminology.	APST 2.1			
Enacts a basic range of reading teaching strategies appropriate to the content being taught.	APST 3.3			
Implements the use of vocabulary and metalanguage to develop conceptual understanding and draws upon student responses in an inclusive manner.	APST 3.5			
Seeks opportunities to incorporate Aboriginal and Torres Strait Islander perspectives and inclusive resources that reflect Indigenous cultures and voices into lessons.	APST 1.4			
<i>How can the PST progress toward greater independence in planning and teaching? How have they applied curriculum content, used subject-specific terminology, and enacted strategies to support conceptual understanding?</i>				
Managing effectively				
		Well Developed	Developing Adequately	Not Developing
Plans for implementing active participation strategies to engage most students and monitor engagement levels.	APST 4.1			
Implements and reflects on chosen support intervention to engage and re-engage learners to develop positive learning behaviours that encourage students to respond quickly to instructions to reduce wasted learning time.	APST 4.2			

How can the PST progress toward independence in planning for positive learning behaviours? How are they developing proactive practices that impact learning, well-being, and behaviour? To what extent are they planning strategies that encourage engagement versus responding to interfering behaviours? How have they implemented active participation strategies and monitored engagement, and whether they responded to Tier 2/3 behaviours in line with school policy?

Assessing

Incorporates simple methods to monitor student learning and development.	APST 5.1			
Provides timely, clear, constructive task-level feedback and begins to link feedback to learning goals with some guidance.	APST 5.2			
Selects, gathers, and analyses data to support the planning and assessment of learning.	APST 5.4			

Please provide constructive feedback on how the PST demonstrated the ability to interpret student assessment data to evaluate learning and adjust teaching practice. How effectively did they analyse this data to identify patterns or misconceptions and use these insights to plan or modify instruction? What steps can the PST take to strengthen their capacity to use assessment data for planning and improving student outcomes?

Professional Conduct				
Embeds a simple discussion about online safety in lessons using ICT.	APST 4.5			
Seeks feedback and attempts to improve teaching practices with evidence of changes.	APST 6.3			
Applies key principles of teacher codes of conduct and ethics through high-level personal presentation, professional communication and conduct, and appropriate interactions with students.	APST 7.1			
Provide feedback on how the PST sought and used feedback to improve practice, with evidence of changes and impact. What professional strengths did the PST display?				
Professional Experience Overall Result			Requirements	
Satisfactory <input type="checkbox"/>		Unsatisfactory <input type="checkbox"/>	Completed 10 Days	
Is ready to proceed to the next stage Met all Descriptors at a minimum of Developing Adequately		Is not yet ready to proceed to the next stage due to having 1 or more Not Developing Descriptors ticked	Compiled and discussed Evidence-Based Portfolio	
Preservice teacher's name		Signature		
Supervising teacher's name		Signature		
Site coordinator's name		Signature		

Placement Appendices

All template guides are available in the Professional Experience Community Site. These templates are designed to scaffold and support targeted observations, guide intentional learning outcomes, and prompt PSTs in critical reflection to develop their practice as educators. It is the responsibility of each PST to download and take the required templates to placement.

ED2491 Templates

Form - Ethical Collection of Data about Learners Collection of Artefacts – [Assessment Task 3]

Appendix A – Whole Class Description [Day 1 & 2]

Appendix B – Individual Learner Profiles [Day 1,2,3]

Appendix C – Classroom Observations

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

Appendix D – Tier 1 Learning Environment Plan (prior to placement as required by Assessment Item 2)

Appendix E – Lesson Plan [informed by analysis of ABC and supported by D]

Appendix F – Analysis of Learning (from your enacted lesson [Day 4])

Appendix G – Reflection on Classroom Management [after enacted lesson and in light of your Tier 1 Learning Environment Plan]

ED2194 Templates

Form - Ethical Collection of Data about Learners Collection of Artefacts

Literacy Observation Template

Spacing & Retrieval Template

Classroom Management Observation Template

Reading Observation Template

Learner Profile

Annotation Cover Sheet

Differentiation Analysis Template

Analysis Template

Discussion Template

Observation Template

Feedback Template

Strategy Observation Template

Reflective Practice Template

Formative Discussion Points

Lesson Plan Template

