



**Bachelor of Education  
(Early Childhood Education)  
2<sup>nd</sup> Phase Professional Experience Handbook  
2026**



**JAMES COOK  
UNIVERSITY  
AUSTRALIA**




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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

#### 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

#### 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

#### 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 the learning & development of the whole child, this includes applying the EYLF principles and practices



#### 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 develop self-regulation strategies and prevent misbehaviour and disengagement to promote positive learning behaviours



#### GOAL 4

Continued understanding of literacy & numeracy teaching strategies to foster children's holistic well-being & development as effective communicators



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

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.

### Blocks 1 - 6

#### Level 1 Subjects

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

#### Level 2 Subjects

Planning for Engaging Learning <b>(5-day placement in a school setting)</b>	Approaches to Oral Language and Reading Development in the Early Years <b>(10-day placement in a school setting)</b>
Aboriginal and Torres Strait Islander Education	Health and Physical Education for Early Childhood
Early Childhood Mathematics and Numeracy 1	Humanities and Social Sciences for Early Childhood
Science Education for Early Childhood	Play Pedagogies for Early Learners <b>(15-day placement in a 3-5 year old setting)</b>


#### Level 3 Subjects

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

#### Level 4 Subjects

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

## Professional Experience Contacts

Cairns		Townsville	
Student Placements Team Building A4, Room 124A		Student Placements Team Building 4, Room 268	
<a href="mailto:placements@jcu.edu.au">placements@jcu.edu.au</a> 07 4781 6333			
Professional Experience Academic Coordinator [Education]			
Trisha Telford	07 4781 5424	<a href="mailto:trisha.telford@jcu.edu.au">trisha.telford@jcu.edu.au</a>	
Handbook Abbreviations			
<b>SC:</b> Site Coordinator <b>SBTE:</b> Site-Based Teacher Educator <b>PST:</b> Preservice Teacher <b>Profex Coordinator:</b> JCU Professional Experience Academic Coordinator [Education] <b>GTMJ:</b> Guide to Making Judgement <b>GRR:</b> Gradual Release of Responsibility		<b>SPT:</b> Student Placements Team <b>WIL:</b> Work Integrated Learning <b>Portfolio:</b> Placement Portfolio - Evidence of Demonstrating Practice  : This Handbook provides Internal or External Links	
Glossary of Web Links			
<a href="#">Version 9 The Australian Curriculum</a>  <a href="#">AITSL Professional experience Participant roles and responsibilities</a>  <a href="#">Supervising Professional Experience</a>  <a href="#">Early Childhood Australia</a>  <a href="#">The Australian Children's Education &amp; Care Quality Authority (ACECQA)</a>  <a href="#">Queensland kindergarten learning guideline</a>  <a href="#">Age Appropriate Pedagogies</a>  <a href="#">Positive Behaviour for Learning in the Classroom</a>		<a href="#">JCU Student Code of Conduct</a>  <a href="#">Queensland College of Teachers (QCT)</a>  <a href="#">QCT Code of Ethics</a>  <a href="#">Professional Boundaries: A Guide for Queensland Teachers</a>  <a href="#">QCT-Evidence-Guide-for-Supervising-Teachers – Engagement Level</a>	

## 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 or centre 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 or centre (by the individual school/Centre 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.

### Placement in the Early Childhood Centre

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

## Placement Dates and Requirement Breakdown

ED2491 – Planning for Engaging Learning

Term 2: 8<sup>th</sup> June – 12<sup>th</sup> June (5-day consecutive block) School Setting

- **Before Placement Commencement Date:** Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- Support student learning: individual and small groups of students
- Targeted observation to gather data about 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 <a href="#">Student Placements Team</a>

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

Term 3: 3<sup>rd</sup> August – 14<sup>th</sup> August (10-day consecutive block) School Setting

### Return to ED2491 School

- **Week 1:** Guided **planning** discussions and **co-teach 6** lessons, **3** English/reading experiences
- Gradually Releasing Responsibility for PST to **teach 1** of the **3** co-planned reading events **independently**
- **Co-plan** lesson and **co-teach 3** Health, Science, HASS (timetable dependent) to implement coursework curriculum subjects Blocks 2,3,5
- **Week 2:** Gradual Release of Responsibility for PST to **independently plan** and **teach 7** lessons – **4** English/reading experiences (a sequence of learning across a minimum of 3 lessons)
- **Co-plan** lesson and **co-teach 3** –Health, Science, HASS (timetable dependent) to implement the coursework curriculum subject learning Blocks 2,3, 5

### 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 <b>EACH</b> descriptor at the <b>Engagement Level</b> 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 <a href="#">Student Placements Team</a>

ED2097 – Play Pedagogies for Early Learners

Term 4: 16<sup>th</sup> November – 4<sup>th</sup> December (15-day consecutive block) Prior to School Setting

SBTE is required to be QCT registered

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

### Reporting

When	- Within 5 days of Placement completion to support student subject progression
What	- Professional Experience Report: PST must have a minimum of 'Developing Adequately' against <b>EACH</b> descriptor to pass the Placement - PST must compile the Professional Experience Portfolio
Who	- To be completed by SBTE, Signed by SBTE, SC and PST - Returned ONLY by the Site Coordinator to the <a href="#">Student Placement Team</a>

## 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 /Centre 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/centre curricular documents
- **PST**, if required, follows the Intervention Process to request support while on Placement
- **SBTE** notifies **SC** of early notification of 'At Risk' and **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/Centre 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 ED2094: Minimum of Developing in **EACH** descriptor at Engagement Level
- Professional Experience Report ED2097: 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><b>Review</b> the following documents</p> <p><b>QCT</b>  <a href="#">Code of Ethics</a>  <a href="#">Professional Boundaries</a></p> <p><b>JCU</b>  <a href="#">Student Code of Conduct</a></p> <p><b>ACECQA</b>  <a href="#">National Quality Standards</a>  <a href="#">ACE Code of Ethics</a></p> <p>Have <b>full</b> knowledge of</p> <ul style="list-style-type: none"> <li>• Professional Experience -Student General Handbook</li> <li>• Induction Document</li> <li>• Professional Experience Handbook</li> <li>• Placement Learning Goals</li> <li>• Detailed Weekly Learning Tasks</li> <li>• Portfolio Requirements</li> <li>• Assessment &amp; Reporting Requirements</li> </ul>	<p><b>Direct</b> colleagues to the provided <a href="#">JCU Professional Experience Resource Portfolio</a> - Induction Documents Guide, Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources</p>	
	<p><b>Attend</b> all Placement Workshops to meet the Subject’s Special Assessment Requirement</p> <p><b>Check</b> that your Blue Card is current</p> <p><b>Access</b> the LearnJCU EDU_PROFEX Community Site 2nd Year Folder for supporting documents and templates</p> <p><b>Ensure</b> you have an updated JCU Professional email signature</p> <p><b>Contact</b> the Site Coordinator upon placement confirmation</p> <p><b>Arrange</b> a time to meet, in person or via Zoom/Teams, to discuss your upcoming placement</p> <p><b>Attend</b> school mandatory induction – as per the JCU Induction document</p>	<p><b>Induct</b> PST</p> <ul style="list-style-type: none"> <li>• Workplace Health and Safety</li> <li>• School policies and procedures</li> <li>• School expectations</li> <li>• School/Community orientation</li> </ul> <p><b>Orient</b> PST to the school ethos, professional conduct expectations (reaffirming Professional Boundaries), pedagogical framework, behaviour management policies and school procedures</p> <p><b>Record</b> PST's emergency contact details and sight their Blue Card</p> <p><b>Advise</b> PST</p> <ul style="list-style-type: none"> <li>• how they should contact you for support</li> <li>• when you might check in on them</li> </ul> <p><b>Advise</b> SBTE</p> <ul style="list-style-type: none"> <li>• how you might support them in the moderation/ assessment and reporting</li> </ul>	<p><b>Meet</b> with PST</p> <p><b>Discuss</b> the Placement structure</p> <p><b>Clarify</b> assessment requirements and criteria for the Placements</p> <p><b>Discuss with PST</b> the Key Elements (infographics) of the Professional Experience Placement Handbook</p> <ul style="list-style-type: none"> <li>• Level 2 Placement Goals &amp; Structure <a href="#">p.4</a></li> <li>• Roles &amp; Responsibilities <a href="#">p.9</a></li> <li>• Assessment <a href="#">p.18</a></li> <li>• Level 2 Placement Criteria <a href="#">p.19</a></li> <li>• Evidence-Based Portfolio <a href="#">p.21</a></li> <li>• Placement Details</li> <li>• ED2491 <a href="#">pp.25-35</a></li> <li>• ED2094 <a href="#">pp.37-49</a></li> <li>• ED2097 <a href="#">pp. 51-61</a></li> </ul>

## 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

**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.15](#) and [p.16](#)

**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 – 2<sup>nd</sup> Year Folder

**Ensure** you have submitted the Parental Consent Form (ED2097) to the Subject Site

**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](mailto:placements@jcu.edu.au)

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

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

[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 2<sup>nd</sup> 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 25<sup>th</sup> 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

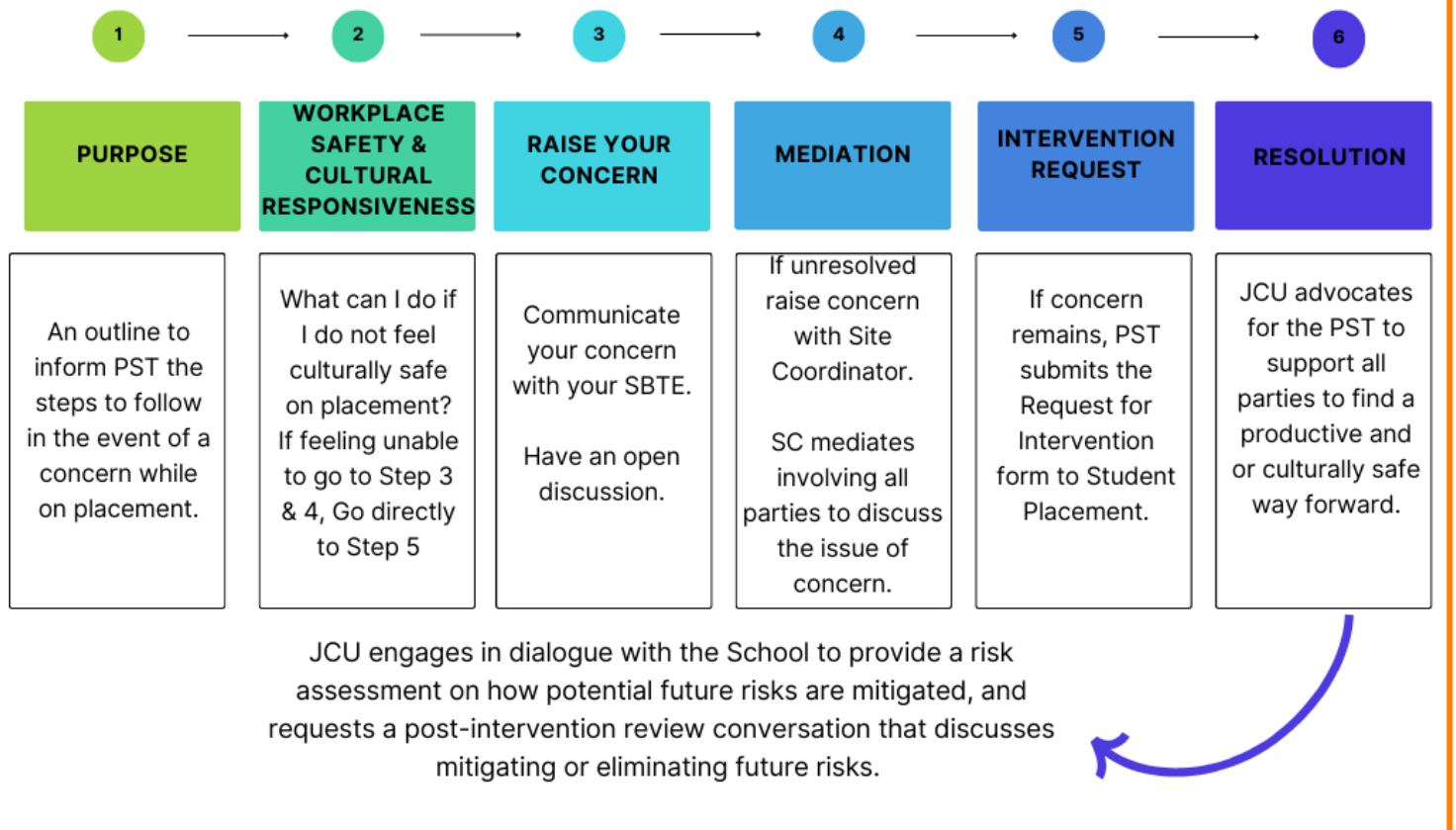
[Wednesday 6<sup>th</sup> May !\[\]\(e7333b044f927d371647bc5699c46b55\_img.jpg\)](#)

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

## Preservice Teacher Request for Intervention

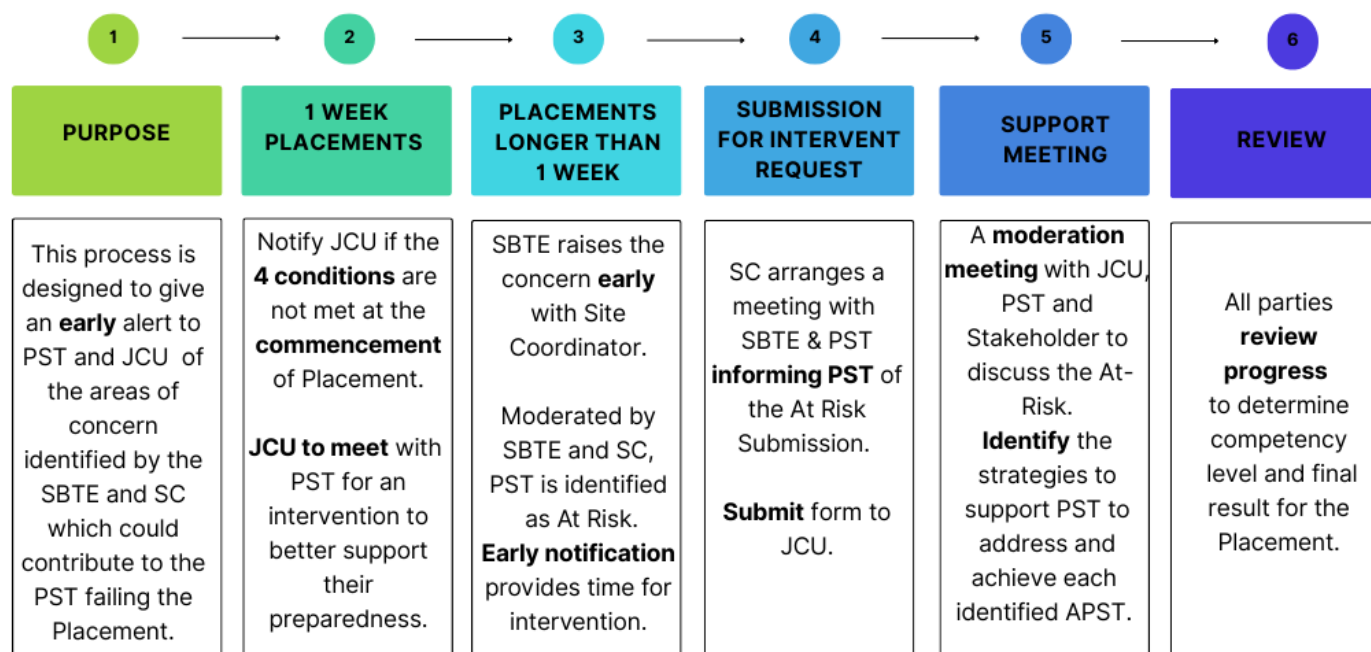
The "Intervention Notification" is designed solely for PST use to trigger a response from the Student Placements Team to the PST submitting the notification. **The form is available on the LearnJCU Professional Experience Community Site.**

# 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](mailto: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 or 3 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

## ED2097 - 15 DAYS

Assessed using Professional Experience Report

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



Discuss the collected documentation

## ED2094 - 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 <b>take the following into consideration</b>	Preservice Teacher <b>Regularly</b> discuss practice and self-appraisal to ensure ongoing development
<ul style="list-style-type: none"> <li>• <a href="#">QCT Evidence Guide for Supervising Teachers</a> ('Engagement' level)</li> <li>• Preservice Teacher's daily engagement</li> <li>• Preservice Teacher's evidence curated in their Evidence-Based Portfolio</li> <li>• Professional dialogue of practice and professional learning during Placement</li> </ul>	<ul style="list-style-type: none"> <li>• Curated evidence of practice using the Evidence-Based Portfolio</li> <li>• Key strengths, areas of concern and suggestions for continued development toward Graduate Level</li> <li>• Specific feedback on the area of specialisation</li> </ul>

Success Indicators 2 <sup>nd</sup> Year	Success Indicators 3 <sup>rd</sup> Year
<b>Engagement</b>	<b>Engagement</b>
<p>Preservice teachers focus on developing an understanding of students' diverse characteristics to <b>plan engaging learning</b>; 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 <b>proactive Tier 1 classroom management</b> 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 <b>end of the third year</b>, preservice teachers demonstrate a <b>stronger reflective thinking</b> by analysing why specific outcomes occurred and articulating the informed reasoning behind these observations. Furthermore, they propose thoughtful, <b>evidence-based strategies</b> 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"> <li>• with <b>advice</b> and support, is beginning to link/design/source ...</li> <li>• at <b>times with guidance</b> able to ...</li> <li>• is aware of, understands, but still to show <b>application</b></li> <li>• often requires <b>prompts</b> to seek and reflect ...</li> <li>• has <b>some capacity</b> ...</li> <li>• is <b>occasionally</b> prepared to ...</li> <li>• <b>requires some prompts to take the</b> initiative...</li> </ul>	<p>Successful demonstration of engagement developing toward Graduate Standard – the Preservice Teacher:</p> <ul style="list-style-type: none"> <li>• with <b>minimal advice</b> and support, is able to link/design/source ...</li> <li>• is <b>predominately</b> able to ...</li> <li>• is aware of, understands and <b>attempts to apply</b> ...</li> <li>• requires occasional <b>prompts</b> to seek and reflect ...</li> <li>• has <b>strong capacity</b> ...</li> <li>• is prepared to <b>with guidance</b> ...</li> <li>• <b>often</b> initiates ...</li> </ul>

### Assessment Ratings

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

**By the end of the ED2097 Professional Experience**, Preservice Teachers are expected to demonstrate 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 children
- 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
- Embedding **EYLF play-based pedagogy** to engage learners and support holistic development, foster inquiry, and create intentional meaningful play-based experiences aligned with the Early Years Learning Framework planning cycle
- 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

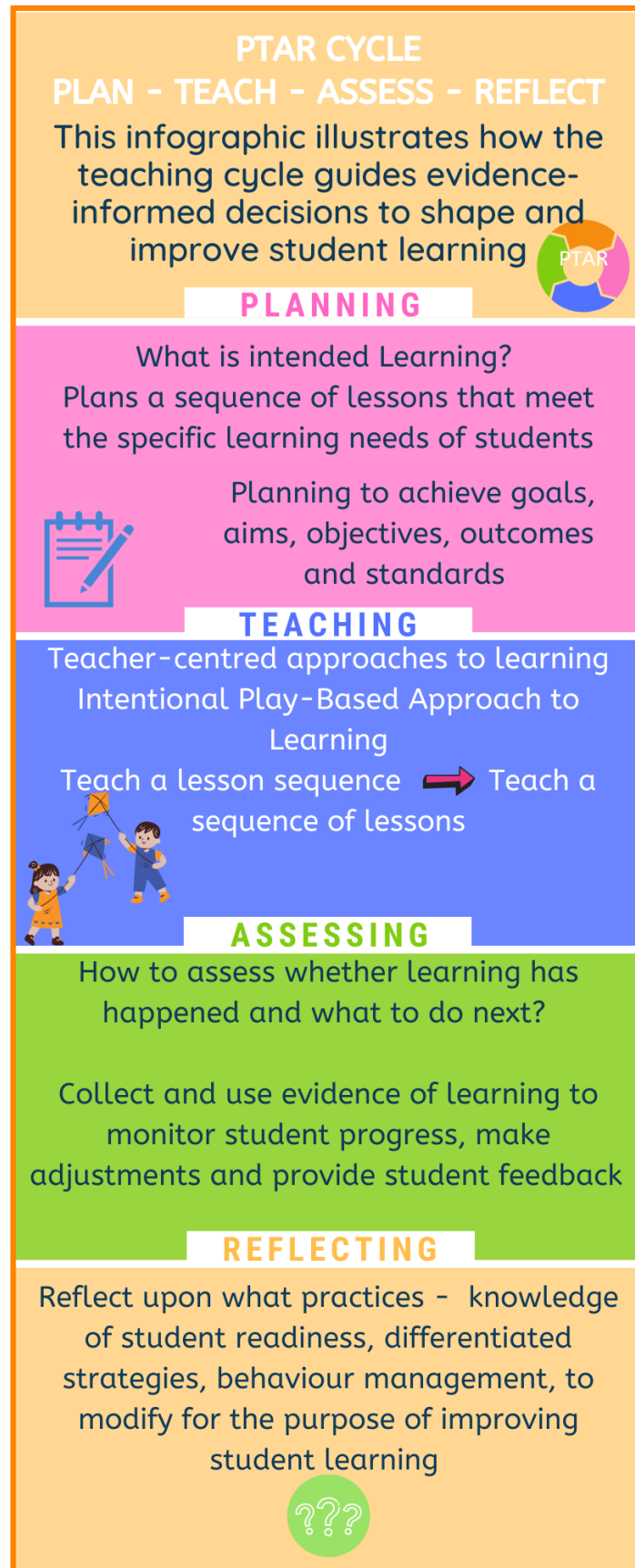
## **Section 4**

### **Individual Placement Details**

What is required for each day or week 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.




1<sup>st</sup> 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. Prep – Literacy / Year 3 Literacy

<b>Summary of Evidence Chart</b>		
When to collect	De- identified Evidence required	Purpose
<p>You will collect this data when you complete <b>Appendix A</b></p>	<p><b>Decisions for Intended, enacted and assessed Learning</b>  <b>Whole Class Profile (Template)</b></p> <ul style="list-style-type: none"> <li>• Class size and gender composition</li> <li>• Preliminary grouping of class into levels of learning readiness considering:               <ul style="list-style-type: none"> <li>➢ Your own observations of engagement</li> <li>➢ Term 1 level of achievement for English, Math, Science &amp; HASS for all students</li> <li>➢ Demonstrated achievement levels in literacy and numeracy</li> <li>➢ Inclusion/participation needs (e.g. whether or not the student is working from an ICP and at which curriculum year level)</li> </ul> </li> <li>• Behaviour (e.g., observations, conversations with SBTE)</li> <li>• Observations of student engagement</li> <li>• Family background</li> <li>• Home access to computer and internet</li> </ul>	<p>You will include this profile in <b>Assessment Item 3 Part A</b>.</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 <b>AT3</b>.</p>
<p>You will collect this data when you complete <b>Appendix B</b></p>	<p><b>Decisions for Intended, enacted and assessed Learning</b>  <b>Learner Profiles (Template)</b></p> <ul style="list-style-type: none"> <li>• At least 3 profiles representative of your preliminary learning readiness grouping as noted in your whole class profile:               <ul style="list-style-type: none"> <li>➢ 1 student profile representing students currently working below the expected standard for the class in your specialisation</li> <li>➢ 1 student profile representing students currently working at the expected standard for the class in your specialisation</li> <li>➢ 1 student profile representing students currently working above the expected level for the class in your specialisation</li> </ul> </li> </ul>	<p>You will include these profiles in <b>Assessment Task 3 Part A</b>.</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 <b>AT3</b>.</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 <b>Appendix C</b></p>	<p><b>Decisions for Intended, enacted and assessed Learning</b> <b>Classroom Observations</b></p> <ul style="list-style-type: none"> <li>• Classroom Management</li> <li>• Lesson Structure</li> <li>• Teaching Strategies</li> <li>• Indicators of Student Engagement</li> </ul>	<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 <b>Appendix D</b></p>	<p><b>Classroom Environment that supports Learning</b></p> <ul style="list-style-type: none"> <li>• Tier 1 Learning Environment Plan</li> </ul>	<p>You will develop this plan prior to the Placement as part of <b>Assessment Item 2</b></p> <p>You will enact the plan during your Day 4 lesson</p> <p>You will analyse this enactment in <b>Assessment Item 3 Part B</b></p>
<p>You will collect this data <b>A, B, C, D</b> To inform your decisions to plan and teach your Day 4 Lesson using <b>Appendix E</b></p>	<ul style="list-style-type: none"> <li>• Informed by the analysis of <b>A, B, C, D</b></li> <li>• One lesson plan demonstrating a teacher-directed learning approach including differentiation in order to meet learner needs</li> </ul>	<p>You will include this lesson plan in <b>Assessment Task 3 Part A.</b></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"> <li>• <b>De-identified</b> student work samples demonstrating learning in response to the learning intent of the above lesson and aligned with the success criteria for the lesson.</li> <li>• Collect <b>at least</b> three samples representative of student performances (1) at standard, (2) below standard, and (3) above standard</li> </ul>	<p>You will include a summary of your analysis of these work samples in <b>Assessment Task 3 Part A.</b> This analysis will inform the evaluation of your lesson plan in <b>Assessment Task 3 Part A</b> 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 <b>Assessment Task 3 Part A.</b></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 <b>Assessment Item 3 Part A</b></p>
<p>NOTE: Ensure your <b>Ethical Collection of Data about Learners:</b> Cover Sheet for data collected about learners is signed and submitted with <b>Assessment Task 3.</b></p>		

## 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
<p style="text-align: center;">Day 1</p> <p style="text-align: center;"><b>Targeted Observation &amp; Reflection</b></p> <p>Ensure you are collecting required Artefacts of ED2491 Assessment Tasks</p>	<p>Engage in a professional expectations dialogue with SBTE and discuss both ED2491 Placement Goals &amp; your personal goals</p> <p>Discuss with SBTE your <b>Philosophy</b> of how to engage all learners for learning</p> <p><b>Professional Planning Dialogue</b></p> <ul style="list-style-type: none"> <li>• teacher-directed scaffolding approaches to learning</li> <li>• how SBTE works towards alignment of intended, enacted and assessed learning in the classroom</li> <li>• what decisions are considered when planning a lesson</li> </ul> <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>PST provides incidental support to student learning (individual and small groups)</p> <p>PST take the initiative to know learners and contribute to their learning and engagement</p> <p>The analysis of the Appendices <b>ABC and review of D (completed before placement)</b> <b>Assessment Item 2</b> 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>Observe and record effective rules, routines, and cues that foster learning habits that prompt children to respond quickly to instructions, reducing wasted learning time <b>APST 4.1</b></p> <p>Complete classroom observation <a href="#">Appendix C Recording Sheet</a> for Classroom Management, effective Core content in template</p> <p>Begin ethically &amp; confidentially developing 3 student Individual Learner Profiles (<a href="#">Appendix B</a>) demonstrating learning <b>readiness</b> currently ‘below’ ‘at’ ‘above’ achievement Standards <b>APST 1.1</b></p> <p>Ethically &amp; confidentially begin to develop a whole class description (<a href="#">Appendix A</a>) showing evidence of learning</p>	<p>Co-reflect with SBTE about your observations of how class routines and procedures supported student well-being and student safety preventing misbehaviour</p> <p>Co-reflect upon the observations from the <b>Classroom Management Recording Sheet</b> to identify an incident or pattern of behaviour to focus on for the Behaviour Reflection Sheet <a href="#">Appendix G</a></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 <b>APST 2.2</b></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 <b>APST 2.5</b></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"> <li>classroom management</li> <li>student engagement</li> <li>observed teaching strategies</li> </ul>	<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 children to participate, and values individual contributions. <b>APST 1.6</b></p> <p>SBTE model differentiated teaching strategies catering to the needs of targeted children <b>APST 1.5</b></p> <p>PST - Observe and record response teaching strategies and how the 3 focus children engaged in learning and interacted with their peers <a href="#">Appendix C</a> Recording Sheet for Teaching Strategies <b>APST 1.3 3.3</b></p> <p>SBTE model proactive approaches to manage behaviour to support inclusive participation and engagement</p> <p>PST provides incidental support to children’s 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 (<a href="#">Appendix B</a>), demonstrating learning readiness currently ‘below’ ‘at’ ‘above’ achievement standards</p> <p>Complete Student Engagement Observation <a href="#">Appendix C</a></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 <b>APST 5.4</b> (choose a Science or HPE or, if possible, to observe during the week) to support Block 2 &amp; 3 subjects</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 children respectfully and collegially interacted with their peers for learning <b>APST 1.6</b></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><b>Day 3</b></p> <p><b>Targeted Observation</b></p> <p><b>Analysis &amp; Planning</b></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 <b>APST 1.1, 2.2, 2.4</b></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"> <li>• student engagement</li> <li>• observed teaching differentiated strategies</li> <li>• lesson structure</li> <li>• learning plan environment</li> </ul> <p>PST designs a plan of intended learning, aligned with the weekly overview, uses the <b>Lesson Plan Template (Appendix E)</b>, 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 children gain proficiency <b>APST 3.3</b></p> <p>Observe STBE’s lesson transition – complete <a href="#">Appendix C</a> Recording Sheet for Lesson Structure <b>APST 2.2</b></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 (<a href="#">Appendix B</a>) demonstrating learning readiness currently ‘below’ ‘at’ ‘above’ achievement standards</p> <p>Observe and record differentiated teaching strategies and how the three focus children engaged in learning and interacted with their peers</p> <p>Collect and gather evidence of learner progression – the assessed learning <b>APST 5.1</b></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 <b>APST 5.2</b></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 children supported learning or needed adjustment</p> <p>Review <a href="#">Appendix D</a> – 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?

	<b>What is Intended Learning</b>	<b>How will you engage Learning</b>	<b>How will you assess Learning</b>	<b>Reflections to improve student Learning</b>
<p><b>Day 4</b></p> <p><b>Enactment of Lesson &amp; Reflective Practice</b></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 children currently performing at different levels. <b>APS 1.5</b></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. <b>Assessment Item 3</b></p>	<p>SBTE model differentiated teaching strategies, developing children’s 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 children during or immediately after the lesson, linked to the learning intention and success criteria - Focus on how to improve or extend learning <b>APST 5.2</b></p>	<p>PST to individually analyse evidence of learning to identify suggestions for the next-step learning, considering whether children have achieved the lesson’s success criteria or if the content/skill needs to be reviewed/retaught</p> <p>Prepare the above analysis <a href="#">Appendix F</a> (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 <a href="#">Appendix G</a> <b>Assessment Item 3 Part 3</b></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><b>Next Step Planning</b></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 <b>APST 3.2</b></p> <p style="text-align: center;"><b>PST</b></p> <ol style="list-style-type: none"> <li>1. Present analysis of assessed learning to SBTE (<a href="#">Appendix F</a>) <b>APST 5.4</b></li> <li>2. Propose the next step learning, for example, revise, consolidate or extend knowledge and/or skills and learning goals for focus children</li> <li>3. Discuss with SBTE suggestions to ethically regain classroom management after disruptions, ensuring dignity and respect for all learners</li> <li>4. Record/document SBTE’s feedback <b>Assessment Item 3</b></li> </ol> <p style="text-align: center;"><b>SBTE</b></p> <p>Discuss &amp; 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"> <li>• Engagement of learning: how PST planned to cater for learner readiness</li> <li>• 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</li> <li>• Individual lesson: Was the procedure effective?</li> <li>• Lesson as part of a sequence: How did it connect to prior and future learning?</li> <li>• Broader view: How did PST know learning occurred, and what evidence supported this?</li> </ul> <p>Co-reflect upon achieved ED2491 Placement Goals and Professional Experience using the portfolio with SBTE</p> <p>Revisit your <b>Philosophy</b> of how to engage all learners for learning in light of your observations and new learnings</p> <p>Completion of <a href="#">the Ethical Collection of Data about Learners Report</a> is signed by PST &amp; SBTE</p> <p><b>Submitted with ED2491 Assessment Task 3</b></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	<p><b>Understanding Learners</b></p> <ul style="list-style-type: none"> <li>• Whole class profile [Appendix A] APST 1.1, 1.3, 1.6</li> <li>• 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</li> </ul>
	<p><b>Understanding Planning</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Observation notes of SBTE’s lesson structure and the organisation of content [Appendix C Lesson Structure] APST 2.2</li> <li>• PST’s lesson plan [Appendix E] APST 2.2, 2.4,</li> <li>• Documented notes from SBTE’s lesson plan feedback APST 6.3</li> </ul>
Teaching effectively	<p><b>Understanding Teaching</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Documentation of SBTE feedback on PST’s effectiveness for suggestions concerning next step learning Assessment Task 3 APST 6.3</li> </ul>
Managing effectively	<p><b>Understanding Positive Learning Environments</b></p> <ul style="list-style-type: none"> <li>• Records of classroom routines and procedures to support inclusive participation, engagement well-being and safety [Appendix C Classroom management] APST 4.1</li> <li>• 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</li> <li>• Techniques to establish a positive learning environment to engage learners [Appendix D Tier 1 Learning Environment Plan] APST 4.2</li> </ul>
Assessing	<p><b>Understanding feedback and checking for understanding</b></p> <ul style="list-style-type: none"> <li>• Observation notes on how SBTE provides purposed feedback to support learner progression APST 5.2</li> <li>• Student examples from focus children to identify assessed learning and next step learning suggestions [Appendix F Analysis of Learning] APST 5.1, 5.4</li> </ul>
Professional Conduct	<p><b>Demonstrating professional conduct</b></p> <ul style="list-style-type: none"> <li>• Seeks formative feedback to plan for next phase of placement APST 6.3</li> <li>• Ethical Collection of Data about Learners Report APST 7.1</li> </ul>
Reflective Practice	<p><b>Your reflection will be discussed upon your return to Coursework</b></p> <ul style="list-style-type: none"> <li>• Focus on planning and teaching learners with diverse needs and strengths, with particular attention to literacy and numeracy, which impact their readiness to learn</li> <li>• Focus on an effectively planned procedure of a lesson upon intended curriculum outcomes/ learning intentions/student learning</li> <li>• Focus on the broader view of planning beyond a finished product and as an iterative process of engaging learners in learning</li> <li>• Reflection notes on own resilience and understanding of the values of the QCT Code of Ethics</li> </ul>

**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 be returned **ONLY** by Site Coordinators. The Digital Report must be submitted to the Student Placement Team via email at [placements@jcu.edu.au](mailto: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.**

<b>Preservice Teacher:</b>		<b>Student ID:</b>				
<b>JCU Partnership School</b>						
<b>SBTE:</b>		Prep	Year 1	Year 2	Year 3	Composite

Completed 5 Consecutive Days		<b>from</b>	<b>to</b>
Compiled and discussed Evidence-Based Portfolio			
Constructive feedback will support the PST in planning their next phase of Placement, building upon the enactment of the teaching and learning cycle.			
<i>How did the PST consider the learner to plan to learn? How did they reflect upon their observations to make planning decisions?</i>			
<i>How did the PST consider the need for differentiated teaching strategies, with attention to literacy and numeracy, including resources customised or created by the SBTE, to facilitate student learning? How did the PST's choices of teaching strategies facilitate student learning?</i>			
<i>Consider how the PST explored classroom management to support and foster engagement and achievement.</i>			

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

*Suggested elements of focus for next Placement.*

**Preservice Teacher's name**

**Signature**

**Supervising Teacher's name**

**Signature**

**Site Coordinator's name**

**Signature**

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2<sup>nd</sup> Level 2 Placement  
ED2094 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED2094

This infographic explains the overarching goals for the ED2094 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 and Reading Development & the decisions made when planning for effective learning to support student needs and strengths



GOAL 4

Support the development of emergent and beginning readers



FRAMEWORK

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



ED2094 OVERVIEW

## ED2094 Learning Tasks in Detail

The placement provides an opportunity for the SBTE to model the navigation of Pedagogical Curriculum Knowledge to teach Reading.

Week 1 – 6 lessons (3 English + 3 Health or PE/Science/HASS)

Week 2 – 7 lessons (4 English + 3 Health or PE/Science/HASS)

	Intended Learning Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve Student Learning
<b>Day 1</b>  Observation and Planning Discussion	<p>Engage in a professional expectations dialogue with SBTE and discuss ED2094 Placement Goals</p> <p>Discuss with SBTE your <b>Philosophy</b> of teaching reading and how it contributes to a child’s identity, agency, and ability to engage with the world</p> <p>Update returning PST (or familiarise new PST) of new children, 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 <b>Ethical Collection of Data Form</b></p> <p>Discuss the overall literacy program (<b>speaking, reading, writing</b>) and how that is represented, i.e., the literacy block/individual lessons &amp; 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</p>	<p>Complete a classroom or school library inventory / environmental print– <b>Literacy Observation Template</b></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 (ED2094 Currency of Balanced Approach) <b>APST 1.5</b></p> <p>Observe how SBTE incorporates spacing in learning and retrieval practices, with children actively recalling information <b>Spacing &amp; Retrieval Template</b></p> <p>PST take the initiative to understand learners and contribute to their learning and engagement <b>APST 1.1</b></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 <b>APST 4.2 Classroom Management Observation Template</b></p> <p>Observe and record the reading behaviours of <b>either an emergent, beginning or fluent reader</b> at their Instructional Level during independent reading time, supporting the understanding of learner literacy readiness <b>Reading Observation Template</b></p> <p>Observe how SBTE determines a child’s reading level, e.g. Running Record (this could occur anywhere during the placement) and other diagnostic strategies, decoding &amp; comprehension and reading behaviours <b>APST 5.4</b></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</p> <p>Co-reflect on how the SBTE used running records 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 strategies and techniques that the teacher uses with whole class as well as with individuals or small groups (e.g., reading rotations or literacy blocks)</p>

<p>plans/overviews, formative/summative assessments, in preparation for <b>co-planning</b> the 3 lessons for Week 1</p> <p>SBTE discuss with PST how lesson content &amp; skills are built and sequenced to connect to prior knowledge</p> <p><b>3 x</b> English/reading experiences (<b>independently teach 1</b> of the 3 co-planned), e.g. vocabulary/comprehension</p> <p><b>3 x</b> Health, HASS or Science (timetable dependent) to implement coursework learning – Block 2,3,5 co-planned &amp; co-taught</p>		<p>Observe approaches and strategies – e.g., <i>routines, expectations, learner communications, active supervision</i> to engage and support student participation and engagement <b>APST 4.1</b></p> <p>Ethically and confidentially review or develop 3 individual student Learner profiles demonstrating currently 'below' 'at' 'above' English achievement standards including <a href="#">literacy progression</a> <b>APST 7.1 Learner Profile and Annotation Cover Sheet</b></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	Reflections
Day 2 Planning	<p>Guided co-planning discussion with PST to support the planning of <b>4 English lessons/ Reading Groups (reading focus)</b> (<i>address the use of digital literacy for <a href="#">respective year level</a></i>)</p> <p><b>Guided co-planning</b> discussion considerations</p> <ul style="list-style-type: none"> <li>strategies that incorporate meeting students where they are in their learning and help students retrieve past learning <b>APST 1.5</b></li> <li>Approaches to oral language development, e.g. word knowledge (i.e. morphemic) &amp; EAL/D <b>APST 1.3</b></li> <li>Reading fluency &amp; comprehension</li> <li>Choice of Shared, Modelled, Guided, and Independent approach &amp; <b>process</b> and specific strategies for the approach <b>APST 3.2</b></li> <li>ICT resources supporting oral language development &amp; comprehension - online safety considerations <b>APST 4.5</b></li> </ul> <p>Draw PST's attention to the constructive alignment of content, curriculum-aligned learning objectives, pedagogy and assessment, and the sequence of lessons <b>APST 2.3</b></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 <b>lesson plans</b> for either (reading group or whole class) for SBTE feedback and planned <b>enactment Days 3-5 and</b> for the <b>other 3x</b> curriculum area lessons with a focus on the following</p> <ul style="list-style-type: none"> <li>Supporting children in the development of viewing and comprehension skills</li> </ul> <p>Discuss the positive behaviours for learning plans with Tier 1 universal approaches to engage learners &amp; corrective feedback strategies <b>APST 4.2 Discussion Template</b></p>	<p>SBTE model differentiated teaching strategies supporting student engagement in learning <b>APST 1.5 Differentiated Analysis Template</b></p> <p>SBTE model practice of 'shared' 'modelled' or 'guided reading' of a text (any curriculum area or group) and dependent on timetable – <b>Observation Template</b></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 <b>APST 3.3</b></p> <ul style="list-style-type: none"> <li>language comprehension, e.g. vocabulary knowledge</li> <li>word recognition skills, e.g. phonological awareness and phonics</li> <li>how the above components develop interdependently to build reading fluency</li> </ul> <p>Model constructive feedback to support learning progression <b>APST 5.2</b></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>SBTE guides PST in the <b>co/team teaching</b> of planned lessons</p> <p>Model both preventative and corrective feedback strategies and language to re-engage children</p> <p>PST take the initiative to understand learners and contribute to their learning and engagement <b>APST 1.1</b></p>	<p>Observe and record the reading behaviours of either an emergent, beginning or fluent reader at their Instructional Level during independent reading time - <b>Reading Observation Template</b></p> <p>Observe and record differentiated subject-specific strategies that support inclusive participation, engagement</p> <p>Observe the strategies and tasks to retrieve learnt knowledge and consolidate new learning</p> <p>Observe how integration of digital literacies supported learning <a href="#">General Capabilities: Digital Literacy</a></p> <p>Collect and gather evidence of learner progression for the specific focused reading skill – the assessed learning attain mastery of reading <b>APST 5.4</b></p> <p>Continue developing 3 student Learner profiles to inform planning and teaching decisions <b>APST 1.1, 1.3 Learner Profile and Annotation Cover Sheet</b></p>	<p>Co-reflect on your understanding of how teaching strategies for the teaching of reading were differentiated to support the diverse needs <b>Analysis Template</b></p> <p>Analyse how the contributions of digital literacies support a range of differentiated learning opportunities for diverse children</p> <p>Co-reflect upon your teacher's observations and the building of your knowledge base and understanding of the strategies that support children's 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>

**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
Day 3 Planning Teaching	<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 <b>guided co-planning</b> discussion with PST to support the planning of required lessons</p> <p><b>Co-plan</b> &amp; model considerations and discussion to support PST to plan independently <b>APST 2.1</b></p> <ul style="list-style-type: none"> <li>• Backward mapping from the assessment supporting key intent of the lesson is aligned with either formative or summative</li> <li>• Phases of learning in a lesson (call upon prior knowledge from ED2491)</li> <li>• Timing of lesson and completion of learning outcomes/experiences/tasks (realistic timing in the context of the class)</li> <li>• strategies that incorporate spacing and retrieval practice, build upon each other, meet children where they are in their learning and help them retrieve past learning and consolidate it in long-term memory</li> <li>• Recognise that the unit of work sits in a broader context in terms of learning content to ensure learner readiness for the planned content</li> <li>• Reading specific conceptual knowledge – e.g. how grammatical structures and language features are used to convey meaning within the context of a specific genre.</li> </ul> <p>Discuss planning differentiated teaching process, product, content, and environment strategies based upon children’s reading readiness to support them with multi-purpose reading across all curriculum areas</p> <p>PST <b>independently writes up co-planned lessons</b> for review and seeks SBTE feedback <b>APST 6.3</b></p>	<p>SBTE guides PST in the <b>co/team teaching</b> 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 <b>Observation Template</b></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"> <li>• contextual information</li> <li>• semantic, grammatical, graphological/phonological information</li> <li>• optional – assume different roles when reading <b>APST 3.5</b></li> </ul>	<p>Observe SBTE’s feedback strategies that help children understand their current progress toward reading mastery and provide feed-forward guidance to inform next steps for achieving learning goals <b>APST 5.2 Feedback Template</b></p> <p>Observe diagnostic strategies to assess reading - decoding &amp; 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 <b>Reading Observation Template</b></p> <p>Observe and record formative assessment strategies, evidence of learner progression <b>APST 5.1</b></p> <p>Model ways to gain evidence of how children understand and use</p> <ul style="list-style-type: none"> <li>• contextual information</li> <li>• semantic, grammatical, graphological/phonological information</li> <li>• optional – assume different roles when reading</li> </ul> <p>Observe &amp; record strategies, questions SBTE uses to gain information about student reading behaviours to decode and comprehend a text <b>Strategy Observation Template</b></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>

**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	Reflections
<p>Days 4 and 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 <b>Spacing &amp; Retrieval Template</b></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 <b>APST 1.3, 1.4</b></p> <p>Continued preparation for <b>Week 2 independent planning</b>, discuss the process of <b>sequencing lessons</b>, aligned unit and weekly overviews and how PST will</p> <ul style="list-style-type: none"> <li>align with the unit assessment and teaching and learning</li> <li>consider decision-making when planning for feedback to support learner progression</li> <li>differentiate teaching for the diverse needs of the class</li> <li>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)</li> </ul> <p>Guided discussion for a sequence of 4 lessons - to demonstrate the sequencing and developmental progression of oral language, reading fluency and comprehension <b>APST 2.2</b></p>	<p>SBTE guides PST in the <b>co/team teach</b> the co-planned lessons</p> <p>PST <b>independently</b> teach 1 of the <b>co-planned</b> 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 <b>APST 5.1</b></p> <p>Observe appropriateness of language used to develop conceptual understanding <b>APST 3.5</b></p> <p>Observe how the teacher's strategies and chosen activities support the intended learning outcomes and success criteria of the lesson <b>Observation Template</b></p> <p>SBTE to explain the considerations for selecting texts for the reading program.</p> <p>How does SBTE choose 'fit for purpose' or 'frustational' texts and prepare them for modelled, guided and independent reading</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 <b>types of feedback</b> to support learner progression <b>APST 5.1</b></p> <p>Finalise learner profile collection and analysis to determine learner readiness and individual goals <b>APST 3.1 Annotation Cover Sheet</b></p> <p>Observe approaches and recognise SBTE's chosen micro-skills implemented to reengage learners <b>PBL APST 4.1, 4.2</b></p>	<p>PST reflect upon <b>independently</b> taught lesson and the alignment of the intended, enacted and the tools and strategies to assess learning <b>Reflective Practice Template</b></p> <p>Independently analyse evidence of learning to identify suggestions for next step planning for learning &amp; discuss analysis with SBTE</p> <p>PST seek feedback on taught lessons and discusses PST's independent Reflective Practice <b>APST 6.3</b></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 <b>ways</b> to provide feedback for young children</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 –<b>Formative Discussion Points</b></p>

**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
Final Week	<p>PST to independently plan  <b>4</b> 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 <b>APST 2.2, 2.3, 3.1, 3.2</b>  <b>Lesson Plan Template</b></p> <p><b>Co-plan</b> 3 x lessons <b>for other curriculum areas</b> – 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><b>Independent</b> planning considerations</p> <ul style="list-style-type: none"> <li>• Provide worked samples <b>APST 1.2</b></li> <li>• Plan to progressively remove steps so children can complete more of the learning independently <b>APST 1.2</b></li> <li>• Consider how your intended plan plans for student extension and support <b>APST 1.1</b></li> <li>• How are you differentiating to support the diverse needs <b>APST 1.5</b></li> <li>• Reflexibility in planning to account for unplanned/expected situations that may arise</li> <li>• Plan adjustments for next step learning in preparation for each sequenced lesson</li> <li>• Appropriateness of the content and text resources</li> <li>• Opportunities when using ICT to <b>model logging in securely</b>, not sharing passwords or highlighting icons or safety cues <b>APST 4.5</b></li> </ul> <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><b>Independently</b> teach 4 English/reading experience sequenced lessons <b>APST 2.1, 3.3</b></p> <p><b>Co-teach</b> 3 lessons - Health or PE, HASS, Science (timetable dependent)</p> <p>Focus on the progression of learning within a lesson and across the lessons</p> <p>Explicitly teach vocabulary and meta-language <b>APST 3.5</b></p>	<p>Assess learning through a range of informal assessment tools /strategies <b>APST 5.1</b></p> <p>Collect and gather the evidence of learner progression towards mastery – the <b>assessed learning</b></p> <p>Ethical and confidentially record student learning <b>APST 7.1</b></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 <b>intended, enacted</b> and <b>assessed</b> learning, including PST’s developing strengths as a teacher of reading <b>Assessment Item 3</b></p> <p>Think about how you used the discussion and applied feedback to create and review your plans <b>APST 6.3 Assessment 3</b></p> <p>Revise lesson plans according to SBTE’s feedback and <b>assessed learning</b></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 &amp; SBTE</p>

## ED2094 Professional Experience 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 ED2094 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 <b>Philosophy</b> 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><b>Understanding Learners</b></p> <ul style="list-style-type: none"> <li>3 learner annotated profiles showing evidence of beginning to choose responsive strategies and learning goals - <b>Annotation Cover Sheet APST 1.1, 1.3, 1.5, 3.1</b></li> </ul>
	<p><b>Understanding Planning</b></p> <ul style="list-style-type: none"> <li>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) <b>APST 1.5, 2.2, 3.2</b></li> <li>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 <b>APST 1.2</b></li> <li>Collected evidence of teaching and learning sequences (units of work, literacy block, planning documents) <b>Assessment Item 2</b></li> <li>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 <b>APST 2.3</b></li> </ul>
Teaching effectively	<p><b>Understanding Teaching</b></p> <ul style="list-style-type: none"> <li>Analysed <b>Classroom Management Observation Template APST 4.1</b></li> <li>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 <b>APST 4.2</b></li> </ul>
Managing effectively	<p><b>Understanding Positive Learning Environments</b></p> <ul style="list-style-type: none"> <li>Analysed <b>Classroom Management Observation Template APST 4.1</b></li> <li>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 <b>APST 4.2</b></li> </ul>
Assessing and Recording Learning	<p><b>Understanding feedback and checking for understanding</b></p> <ul style="list-style-type: none"> <li>Annotation on student work samples or lesson plans indicating monitoring of and reflection on student learning <b>APST 5.1, 5.4</b></li> <li>Record of written or verbal feedback provided to students about their learning <b>APST 5.2</b></li> </ul>
Professional Conduct	<p><b>Demonstrating professional conduct</b></p> <ul style="list-style-type: none"> <li>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 <b>APST 4.5</b></li> <li>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 <b>APST 6.3</b></li> <li>Signed Form for Ethical Collection to be <b>submitted with Assessment Item 3 APST 7.1</b></li> </ul>
Reflective Practice	<ul style="list-style-type: none"> <li>Reflect upon what ways your philosophy of teaching reading influenced the strategies you used during the placement, and how did these strategies support or challenge children’s identity, agency, and engagement with learning?</li> </ul>

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

## ED2094 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](mailto: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.

<b>Preservice Teacher:</b>					<b>Student ID:</b>	
<b>JCU Partnership School:</b>						
<b>SBTE:</b>						
<b>Year Level</b>	Prep	Year 1	Year 2	Year 3	Composite of..	
<b>Well developed</b>	<b>Consistent</b> evidence of knowledge, practice and engagement that demonstrates the APST descriptors at the Graduate Career Stage					
<b>Developing adequately towards the graduate level</b>	<p><b>Awareness</b> of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and <b>engagement</b> at this level</p> <p style="text-align: center;"><b>SUCCESSFUL DEMONSTRATION OF ENGAGEMENT LEVEL</b></p> <ul style="list-style-type: none"> <li>➤ with <b>advice</b> and support, is beginning to link/design/source ...</li> <li>➤ at <b>times with guidance</b> able to ...</li> <li>➤ is aware of, understands, but still to show <b>application</b> ...</li> <li>➤ often requires <b>prompts</b> to seek and reflect ...</li> <li>➤ has <b>some capacity</b> ...</li> <li>➤ is <b>occasionally</b> prepared to ...</li> <li>➤ <b>requires some prompts to take the initiative</b>...</li> </ul>					
<b>Not developing adequately</b>	<b>Little or no evidence</b> of knowledge, practice and <b>engagement of awareness</b> that meet the descriptor at the APST Graduate Career Stage					

		Satisfactory		Not Developing
		Well Developed	Developing Adequately	
<b>Planning effectively</b>				
<b>Analyses</b> and reflects on collated student profiles to identify how holistic development and individual characteristics influence engagement and achievement.	<b>APST 1.1</b>			
<b>Demonstrates</b> 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.	<b>APST 1.2</b>			
<b>Plans</b> for and respects the diversity of all students in the classroom and makes connections between aspects of a lesson and students' own contexts.	<b>APST 1.3</b>			
<b>Identifies</b> individual learning needs using available student information and begins adapting lesson content and delivery to address them.	<b>APST 1.5</b>			
With a gradual release of guidance, <b>plans and documents</b> , lesson sequences that organise content logically within a single lesson and across multiple lessons, to establish a progression of concepts and skills.	<b>APST 2.2</b>			
With a gradual release of guidance, <b>uses</b> school programs and curriculum as the basis for <b>designing independently</b> planned lesson sequences.	<b>APST 2.3</b>			
<b>Includes</b> general learning goals in planning, based on curriculum expectations and observed student needs.	<b>APST 3.1</b>			
<b>Plans</b> for a sequence of lessons, grounded in foundational content knowledge, student learning needs, and subject-specific teaching strategies.	<b>APST 3.2</b>			
<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, <b>selects and applies</b> relevant curriculum content to plan and teach reading instruction and explains key concepts, using correct subject-specific terminology.	<b>APST 2.1</b>			
<b>Enacts</b> a basic range of reading teaching strategies appropriate to the content being taught.	<b>APST 3.3</b>			
<b>Implements</b> the use of vocabulary and metalanguage to develop conceptual understanding and draws upon student responses in an inclusive manner.	<b>APST 3.5</b>			
<b>Seeks</b> opportunities to incorporate Aboriginal and Torres Strait Islander perspectives and inclusive resources that reflect Indigenous cultures and voices into lessons.	<b>APST 1.4</b>			
<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
<b>Plans</b> for implementing active participation strategies to engage most students and monitor engagement levels.	<b>APST 4.1</b>			
<b>Implements and reflects</b> 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.	<b>APST 4.2</b>			

*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 1/2 behaviours in line with school policy?*

### Assessing

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

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

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3<sup>rd</sup> Level 2 Placement  
ED2097 Goals and Placement Overview

**PROFESSIONAL EXPERIENCE**  
**PLACEMENT GOALS ED2097**







This infographic explains the overarching goals for the ED2097 Placement

**GOAL 1**  
Observe play and play-based pedagogies that positively influence the everyday practices of educators and improve the learning experiences of children


**GOAL 2**  
Make the link between the theory & practice of play-based pedagogy

**GOAL 3**  
Develop strategies for engaging and extending learning experiences that are responsive to the needs and interests of children



**GOAL 4**  
Engage in the decision-making processes to plan a teacher-initiated and child-responsive play-based experience



**WEEK 1**  
Observe & record routines & procedures & curriculum

Targeted Play Observation  Co-Analysis Recognition of learning through play



**WEEK 1**  
Targeted Observation & Data Collection

Pedagogical Documentation  Co-Reflection to interpret evidence of learning 

**WEEK 2**  
Co-planning a Teacher-Initiated Experience


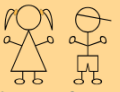
Modelling planning considerations  Planning decisions informed by analysis of observations & current phase of learning 

**WEEK 2**  
Enact the Teacher-Initiated Experience

 Extending Learning Build on a sequence of learning 

Appraise Reflect upon Practice Document learning

**WEEK 3**  
Continued Professional Conversation Complete the collection of all requirements of the Assessment Items

Critical reflection  Emerging play experience 

**ED2097 OVERVIEW**

## ED2097 Learning Tasks in Detail

Prior to Placement Provide <b>Form 1</b> - Introduction to Professional Experience to the Centre - Quality Area 5 Standard 5.2 - Learning Outcome 1				
	Observe –Collection Information	Assess - Interpret Learning	Plan – Design Plan	Implement – Enact Plan
<p>Week 1</p> <p>Play Observation</p> <p>Analysis of the relationship between play and learning</p>	<p>Engage in a professional expectations dialogue with SBTE and discuss ED2097 Placement Goals</p> <p>Observe and record room routines and procedures to support child engagement, ‘voice’ and inclusive participation</p> <p>Discuss with SBTE to choose a focus child to observe their learning, including <a href="#">Quality Area 1: Element 1.1.2</a> and add to the child’s Portfolio and learning journey - <b>Form 2 APST 7.1</b></p> <p>In preparation for pedagogical documentation, begin collecting and recording 1 diagnostic assessment in preparation for analysis to support planning Days 3 and 4 <b>APST 1.1</b></p> <p>Observe and collect information/data from the results of the diagnostic assessment tool</p> <p>Observe using the <b>Play Observation Template</b> each of the following <b>APST 1.2</b></p> <ul style="list-style-type: none"> <li>• An intentional outdoor experience, e.g., sand or water play</li> <li>• An intentional indoor experience, e.g., an interest or home corner</li> <li>• A morning tea or another routine</li> </ul> <p>Observe and record room routines and procedures to support student engagement and inclusive participation <b>APST 4.1</b></p> <p>Observe teacher interaction at morning tea</p> <p>Diarise all professional reflections and discussions as an <b>Appendix for Assessment Item 2</b></p>	<p>Co-design and implement a diagnostic tool to assess where child/ren are at – to support analysis of development ready for planning</p> <p>Analyse and interpret the diagnostic results in line with <a href="#">Milestone Domains</a> and 1 aligned <a href="#">QKLG</a> Learning and Development Area to support planning decisions for the Teacher Directed through a play-based approach</p> <p>Record the pedagogical documentation related to your analysis of the diagnostic result</p> <p>Co-analyse and reflect upon the recorded observations of engagement and inclusive participation and record any intervention or support based on assessment of a child’s progress or delay towards learning</p> <p>Analyse Play Observation Template to recognise</p> <ul style="list-style-type: none"> <li>• chosen developmental models of play</li> <li>• the relationship between the play and learning <b>APST 1.2</b></li> <li>• how it contributes to the child’s development EYLF V2.0 <a href="#">(associated Learning Outcome)</a></li> </ul> <p>Discuss your analysis with SBTE</p> <p>Co-reflect child/ren’s language and social development and discussions about the world and how this may impact planning</p> <p>Co-reflect on <a href="#">intentional teaching practices</a> and evidence of learning <b>APST 3.3</b></p>	<p>To support <b>Assessment Item 1</b></p> <p>Observe and record the learning from</p> <p>1 x teacher-initiated (either Group or Individual)</p> <p>1 x emergent child-initiated play-based learning event <b>APST 5.1</b></p> <p>SBTE model planning for and the enactment of</p> <ul style="list-style-type: none"> <li>• Teacher Directed</li> <li>• Child-initiated experiences</li> </ul>	<p>SBTE model intentional teaching practices and resources need to support learning (Draw upon ED1439) <b>Intentional Teaching Template</b></p> <p>SBTE Model teacher interaction at morning tea and how adult interaction can promote language and social development and discussions about the world</p> <p>SBTE models the enactment of the modelled planned</p> <ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Child-initiated experiences</li> </ul> <p>Observe SBTE’s intentional interactions with children as they model intentional teaching practices (Draw upon ED1439)</p> <p>Observe how the SBTE used a range/types of interactions to support/scaffold learning during both the teacher-directed and child-initiated experiences <b>Interaction Observation Template</b></p> <p>SBTE model teacher interaction at morning tea and how adult interaction can promote language and social development and discussions about the world</p> <p>Provide incidental support to children’s play experience (individual and small groups)</p>

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

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

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

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

	<b>Observe –Collection Information</b>	<b>Assess - Interpret Learning</b>	<b>Plan – Design Plan</b>	<b>Implement – Enact Plan</b>
<p>Week 2</p> <p>Data Collection</p> <p>Pedagogical Documentation</p> <p>and</p> <p>Interpretation</p>	<p>To support <b>Assessment Item 1</b></p> <p>Observe and record the learning from 1 x teacher-initiated (either Group or Individual)</p> <p>1 x emergent child-initiated play-based learning event</p> <p>Continue collecting and recording in preparation for pedagogical documentation final analysis on Days 4 and 5 to support planning Days 6 and 7</p> <p>Observe and interact with children at play to record children’s interests that could inform an integrated play-based approach <b>APST 1.1</b></p> <p>Observe SBTE’s interactions for scaffolding learning – <b>Scaffolding Template</b></p> <p>Observations to support Planning to meet the needs of the child/ren Outcome 1</p> <ul style="list-style-type: none"> <li>• how child/ren self-select and engage in negotiated project work/experiences and child-initiated, play-based experiences, real-life experiences and investigations</li> <li>• how the child attempts to self-regulate and deal with conflict</li> <li>• how children engaged and responded in learning and interacted with their peers</li> </ul>	<p>SBTE model and gradually release responsibility for PST to make independent interpretations of the observational data from</p> <p>1 x teacher-initiated (either Group or Individual)</p> <p>1 x emergent child-initiated play-based learning event</p> <p>Co-analyse and record the learning in relation to QKLG Learning and Development Areas and the EYLF Gradual Release of Responsibility for PST to independently explain and interpret information</p> <p>Co-reflect/analyse upon scaffolding for children and the implications for planning TEI</p> <p>To begin planning the TIE complete the <b>Assessment of Learning Summary Template</b></p> <p>Discuss the centre’s approach to quarterly assessment and reporting procedures and documentation of evidence of the child’s learning progression along the continua</p> <p>Modelled and Guided Task led by SBTE</p> <p>Use current Centre data of a child/ren’s learning and development with the SBTE to discuss the evidence of learning, process and decision-making behind the judgements for where the child is currently along the continua phase</p> <p>Discuss children’s continua of learning and development in alignment with collected pedagogical documentation <b>APST 5.4</b></p>	<p>SBTE continue to model planning for and the enactment of</p> <ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Child-initiated experiences</li> </ul> <p>Discuss the numerous ways to incorporate technology into practice. What are the Centre’s protocols, policies and procedures regarding the safe and ethical use of technology to document children’s learning, growth and development? <a href="#">Quality Area 7 - 7.1</a> <b>APST 2.6</b></p>	<p>SBTE model interactions for scaffolding learning – <b>Scaffolding Template</b></p> <p>Model ways to extend a child’s investigation through high verbal interactions</p> <p>Continue to model <a href="#">intentional teaching practices</a> that support inclusive participation, engagement, well-being, and safety <b>APST 3.3</b></p> <p>Provide incidental support to children’s play experience (individual and small groups)</p>

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

Reflections upon professional learning relating to regulations (such as the NQF, service policies and procedures, Child Protection and Work Health and Safety) including how this learning has influenced teaching practice and strategies. [Quality Area 7 7.2.3](#) **APST 7.2**

Discuss planning for both short- and long-term timeframes, curriculum decision-making considerations, partnerships, and alignment to the National Quality Standards and latest Centre Quality Improvement plan. What are the challenges and rewards of observing and documenting children’s learning?

	<b>Assess - Interpret Learning</b>	<b>Plan – Design Plan</b>	<b>Implement – Enact Plan</b>
<p>Week 2</p> <p>Co-planning</p>	<p>Utilise assessed learning and development from Days 3 and 4 and 5 to inform intentional your decisions when planning the play-based teacher-initiated experience <b>APST 5.4</b></p> <p>Utilise the weekly planned and emerging play experiences to make suggestions to improve learning for children</p>	<p>Co-planning discussion a teacher-initiated experience and extended learning opportunities – <b>Teacher Directed Planning Template APST 2.2, 2.3 3.1</b></p> <p>Coach PST concerning formative assessment strategies to support the ongoing, strengths-based process of gathering, analysing and reflecting on evidence of learning</p> <p>Discuss with SBTE suggestions to extend on the interests you have observed – make connections to the curriculum</p> <p>Planning considerations</p> <ul style="list-style-type: none"> <li>• Reasons for initiating the lesson based on your analysis</li> <li>• The Principles of the EYLF</li> <li>• Identify individual children’s learning goals and why</li> <li>• Your thought process regarding how the particular experience will be explored</li> <li>• Readiness for the learning, e.g., context for the learning</li> <li>• Risk assessment</li> <li>• The learning context</li> <li>• The type of play that will be explored</li> <li>• The early learning areas and EYLF outcomes</li> <li>• The learning outcomes that are relevant to the TIE and needs of the child/ren</li> <li>• Support for any intervention or a plan of action (relevant to support a child’s emotional need) based on observations</li> <li>• Ideas for implementation and evaluation</li> <li>• The phases /structure of the experience to sequence the best option for success with the learning goal</li> <li>• The types of interaction processes that you will use during the experience</li> <li>• considerations for a range of children’s backgrounds</li> <li>• Resources</li> </ul> <p>PST independently writes the Teacher-Initiated play experience <b>APST 2.2, 2.3, 3.2</b></p> <p>PST seek feedback from SBTE regarding the intended plans <b>APST 6.3</b></p>	<p>Provide incidental support and feedback to children’s play experience (individual and small groups) <b>APST 5.2</b></p> <p>Co-teach the co-planned experiences and gradually release responsibility for PST to take a lead role</p> <p>Support SBTE with the implementation of the Daily Routine and Weekly Intentional Indoor and Outdoor Experiences</p>

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

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

	Observe –Collection Information	Assess - Interpret Learning	Plan – Design Plan	Implement – Enact Plan
	<b>Model, guide and support the PST as they implement the iterative curriculum decision-making cycle as they enact the planned play-based Teacher Directed Experience</b>			
Week 3	<p>Through your interactions, what can you observe that the child/ren are trying to achieve through their play and how you can plan for them to achieve their goal <b>APST 3.1</b></p> <p>Next step and extending learning opportunities Make annotations to day plans/routines noting adaptations or modifications</p> <p>Discussion of how parents/carers can support and contribute to the knowledge of a child’s developmental progression. How can this be communicated and incorporated into the planning for a child’s learning? How will you continue the learning and how can parents/carers help at home <a href="#">Quality Area 6 6.1.2, 6.2.1, 6.2.2</a></p>	<p>Complete a learning story to document the learning also to be shared with the child/SBTE and family - <b>Learning Story Template</b></p>	<p>Discuss with SBTE suggestions to extend on the interests you have observed during the TIE– make connections to the curriculum that could be covered <b>APST 2.1</b></p> <p>Ensure planning reflects the need to change the routines or schedule or after the event to support the following Day or Weekly Plan <b>APST 4.1</b></p> <p>Gradual Release of Responsibility for PST to independently plan for a Day Routine</p>	<p>Enact the Teacher-Directed Experience</p> <p>Make decisions about how to guide the child/ren’s learning based on what the child/ren know and can do as well as what the child/ren is ready to try (in the moment context decisions) <b>APST 3.3</b></p>
Enact Play-based Teacher Initiated Experience	<p>Continue to monitor play behaviours and how the child/ren’s social skills are developing <b>APST 5.1</b></p> <p>Be attuned to children’s body language and temperament to support engagement and development of the Learning and Development Area Identity – Outcome 1 <b>APST 4.1</b></p> <p>Record adaptations to the environment/resources in response to child/ren’s needs</p>			
	<b>Critical Reflection</b>			
	<p>PST self-reflect upon your decisions in the way you interacted with children to extend learning opportunities</p> <p>Reflect upon what experiences, knowledge and skills you can see the child/ren exploring, refining or achieving</p> <p>Discuss with SBTE ongoing approaches and strategies to support learning and from which Outcome and Developmental Domain is the focus</p> <p>Co-reflect on how the play experience contributed to the child/ren’s development</p> <p>Co-reflect upon the weekly planned and emerging play experiences to make suggestions to improve learning for children</p>			

## ED2097 Professional Experience Portfolio

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.

Requirements	Suggested Artefacts for inclusion
Professional Identity	<p>Examine your own beliefs and understandings of play. What is your philosophy and belief and/or understanding of the value of play in children's lives? Include scholarly references (150 – 200 words)</p> <p>Diarise all professional reflections and discussions as an <b>Appendix for Assessment Item 2</b></p>
Planning effectively	<ul style="list-style-type: none"> <li>• Child profile to inform planning <b>APST 1.1</b></li> <li>• Written observations to identify children's learning and development (Examples: types of play, literacy and numeracy learning through play, types of interactions that support learning and development) <b>APST 1.2</b></li> <li>• Plans for learning in a play-based curriculum that incorporated strategies to address the child's interests and abilities – Teacher-Initiated experience plan <b>APST 2.2, 2.3, 3.1, 3.2</b></li> <li>• Diarised reflections showing the links between observations, planning, evaluation, and assessment <b>APST 2.3</b></li> </ul>
Teaching effectively	<ul style="list-style-type: none"> <li>• Play analysis Template <b>APST 2.1</b></li> <li>• Teacher Directed plans for learning and development that reflect the EYLF Practice Principles <b>APST 2.1</b></li> <li>• Examples of chosen <a href="#">intentional teaching strategies</a> e.g. photo/plan/reflections <b>APST 3.3, 2.6</b></li> </ul>
Managing effectively	<ul style="list-style-type: none"> <li>• Annotated notes regarding changed decisions about the routine and environment that support the development of a learning task if required by a child <b>APST 4.1</b></li> </ul>
Assessing and Recording Learning	<ul style="list-style-type: none"> <li>• Documentation that includes analysis and assessment of children's learning and development <b>APST 5.1</b></li> <li>• Documentation of an example e.g. Language Transcript sharing the incidental support and feedback provided to a child during a play experience <b>APST 5.2</b></li> <li>• Discussion and reflective notes discussing the process of making consistent judgements <b>APST 5.4</b></li> </ul>
Professional Conduct	<ul style="list-style-type: none"> <li>• Diarised reflections where SBTE's feedback is considered, and goals are established <b>APST 6.3</b></li> <li>• Parental/Carer Permission Form <b>APST 7.2</b></li> </ul>

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

## ED2097 Professional Experience Report

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports be returned **ONLY** by Site Coordinators. The Digital Report must be submitted to the Student Placement Team via email at [placements@jcu.edu.au](mailto: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.

<b>Preservice Teacher:</b>		<b>Student ID:</b>	
<b>JCU Partnership Centre:</b>			<b>Room: 3-5 Years</b>
<b>SBTE Name:</b>		<b>QCT Registration No:</b>	
<b>Well developed</b>	<b>Consistent</b> evidence of knowledge, practice and engagement that demonstrates the APST descriptors at the Graduate Career Stage		
<b>Developing adequately towards the graduate level</b>	<p><b>Awareness</b> of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and <b>engagement</b> at this level</p> <p style="text-align: center;"><b>SUCCESSFUL DEMONSTRATION OF ENGAGEMENT LEVEL</b></p> <ul style="list-style-type: none"> <li>➤ with <b>advice</b> and support, is beginning to link/design/source ...</li> <li>➤ at <b>times with guidance</b> able to ...</li> <li>➤ is aware of, understands, but still to show <b>application</b> ...</li> <li>➤ often requires <b>prompts</b> to seek and reflect ...</li> <li>➤ has <b>some capacity</b> ...</li> <li>➤ is <b>occasionally</b> prepared to ...</li> <li>➤ <b>requires some prompts to take the</b> initiative...</li> </ul>		
<b>Not developing adequately</b>	<b>Little or no evidence</b> of knowledge, practice and <b>engagement of awareness</b> that meet the descriptor at the APST Graduate Career Stage		

		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
<b>Planning effectively</b>				
<b>Analyses</b> and reflects on collated child profiles to identify how holistic development and individual characteristics influence engagement and achievement.	<b>APST 1.1</b>			
<b>Demonstrates</b> a foundational understanding of cognitive load theory by planning and implementing learning experiences that gradually remove prompts to reduce extraneous load and support schema development.	<b>APST 1.2</b>			
With a gradual release of guidance, <b>plans and documents</b> , a sequence of learning experiences that organise content logically within a single activity and across multiple activities to establish a progression of concepts and skills.	<b>APST 2.2</b>			
With a gradual release of guidance, <b>uses the QKLG</b> curriculum as the basis for <b>designing independently</b> planned learning sequences.	<b>APST 2.3</b>			
<b>Formulates short-term learning goals</b> based on observed children’s needs.	<b>APST 3.1</b>			
<b>Plans</b> for a sequence of play-based, teacher-initiated experiences.	<b>APST 3.2</b>			
<i>Provide constructive feedback to support PST planning for their development as an early childhood practitioner.</i>				

Teaching effectively				
		Well Developed	Developing Adequately	Not Developing
With a gradual release of responsibility, demonstrates the ability to <b>select</b> and <b>apply</b> relevant EYLF learning outcomes and principles to plan and implement play-based and intentional teaching experiences that promote holistic development and learning.	<b>APST 2.1</b>			
<b>Implements</b> ICT to enhance learning by integrating digital tools and resources that support engagement, creativity, knowledge building, and collaborative learning experiences.	<b>APST 2.6</b>			
<b>Enacts</b> a range of intentional play-based teaching strategies that embrace and build on children’s knowledge, perspectives, capabilities and interests.	<b>APST 3.3</b>			
<i>Provide constructive feedback to support PST planning for their development as an early childhood practitioner.</i>				
Managing effectively				
		Well Developed	Developing Adequately	Not Developing
<b>Applies</b> inclusive practices that ensure all children can participate meaningfully in play-based learning experiences, responding to individual interests and strengths to foster a sense of belonging.	<b>APST 4.1</b>			
<i>Provide constructive feedback to support PST planning for their development as an early childhood practitioner.</i>				

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<b>Assessing</b>				
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<b>Incorporates</b> simple methods to monitor and document children’s learning and development.	<b>APST 5.1</b>			
<b>Provides</b> timely, constructive feedback that supports children’s learning and wellbeing, using open-ended questioning and teachable moments to begin linking feedback to EYLF learning outcomes.	<b>APST 5.2</b>			
<b>Document</b> evidence of learning, identifying the child’s level of familiarity with the situation in which the learning was demonstrated and the level of support that enabled the child to demonstrate the observed learning.	<b>APST 5.4</b>			

*Provide constructive feedback to support PST planning for their development as an early childhood practitioner.*

Professional Conduct				
Seeks feedback and <b>attempts</b> to improve teaching practices with evidence of changes.	APST 6.3			
<b>Adheres</b> to the Centre's comprehensive protocols for child safety, health, and well-being, in accordance with the National Quality Framework (NQF) and State legislation.	APST 7.2			
<i>Provide constructive feedback to support PST planning for their development as an early childhood practitioner.</i>				

Professional Experience Overall Result		Requirements	
Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Completed 15 Days	
Is <b>ready</b> to proceed to the next stage Met <b>all</b> Descriptors at a <b>minimum of</b> Developing Adequately	Is <b>not yet ready</b> to proceed to the next stage due to having <b>1 or more</b> 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	

## 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

Annotation Cover Sheet

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

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

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

**Appendix C** – Classroom Observations

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

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

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

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

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

### ED2094 Templates

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

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

### ED2097 Templates

Form 1 – Introduction to Children and Parents

Form 2 – Parent/Carer Permission for Observation

Pedagogical Documentation and Child Profile Template

Play Observation Template

Interaction Observation Template

Intentional Teaching Template

Scaffolding Template

Assessment of Learning Summary Template

Teacher Directed Planning Template

Learning Story Template

