

# Bachelor of Education (Early Childhood Education)

## 1<sup>st</sup> Phase Professional Experience Handbook



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## Contents

<b>Placement Information</b> .....	3
Placement Goals and Structure for 1 <sup>st</sup> Phase Placements.....	4
Program Overview .....	5
Professional Experience Contacts .....	6
Important Placement Notice .....	7
Placement Dates and Requirement Breakdown.....	8
Roles and Responsibilities .....	9
Placement Checklist .....	10
<b>Placement Support</b> .....	12
JCU Resource Portfolio .....	13
Drop-In Sessions .....	13
Preservice Teacher Request for Intervention.....	14
At-Risk Early Intervention Notification.....	15
At-Risk Notification .....	16
<b>Assessment Details</b> .....	17
Assessment Guidelines .....	18
Assessing 1 <sup>st</sup> Phase Professional Experience.....	19
Placement Portfolio Requirement.....	20
Submission of Reports .....	21
<b>Individual Placement Details</b> .....	22
Learner Profiles.....	23
<b>ED1421 Goals and Placement Overview</b> .....	24
ED1421 Learning Tasks in Details .....	25
ED1421 Professional Experience Portfolio.....	28
ED1421 Professional Experience Report.....	29
<b>ED1492 Goals and Placement Overview</b> .....	32
ED1492 Learning Tasks in Details .....	33
ED1492 Professional Experience Portfolio.....	36
ED1492 Professional Experience Report.....	37
<b>ED1439 Goals and Placement Overview</b> .....	40
ED1439 Learning Tasks in Details .....	41
ED1439 Professional Experience Statement of Completion Report.....	46
ED1439 Professional Experience Attendance Record.....	47
Placement Appendices .....	48

## Placement Information

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

# Placement Goals and Structure for Level 1 Placements

## PROFESSIONAL EXPERIENCE PLACEMENT GOALS

This infographic explains the overarching goals for the Level 1 Professional Experience Work Integrated Learning Program

### GOAL 1

Begin developing an awareness of a teaching philosophy, professional identity and recognising contemporary discourses in Australian education

Beyond the School Gate



### GOAL 2

Develop an awareness of how learner needs and strengths are identified



### GOAL 3

Develop an awareness how identified learner needs are considered in planning and teaching of literacy and numeracy



### GOAL 4

Develop an awareness of how learner needs are managed in positive learning environments



## STRUCTURE OF PROFESSIONAL EXPERIENCE

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

### PLACEMENTS

1

ED1421  
3- 5 Years  
Prior to School  
Centre

2

ED1439  
3- 5 Years  
Prior to School  
Centre

3

ED1492  
ECE School  
Setting

### ED1421

Using gradual release of responsibility model & explain teaching strategies, with a focus upon literacy

PST observes daily practices of the teacher



PST contributes to student learning as directed by SBTE

### ED1439

Return to previous ECE centre



Develop knowledge of Play base pedagogy & Documentation



### ED1492

PST observes the SBTE's practice in teaching in exploring the mathematics and numeracy demands of the teaching profession.



Observe the Concrete - Representational - Abstract approach to mathematics teaching

ED1421 - 10 DAYS      ED1439 - 10 DAYS  
ED1492 - 5 DAYS

## Program Overview

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

First Year is an induction into the contexts of teaching and learning. Preservice Teachers explore their own learning and the ways in which teachers learn. They are introduced to the broad educational context of the profession and policy that informs teachers' work, including curriculum frameworks - specifically, knowledge of diverse learners and children's learning and development. Preservice Teachers are developing an agentic professional identity and dedicated to the professional learning of theory, policy and practice to enable them to facilitate learning.

### Study Periods 81 - 86

#### Level 1 Subjects

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

#### Level 2 Subjects

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

#### Level 3 Subjects

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

#### Level 4 Subjects

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

## Professional Experience Contacts

	Cairns	Townsville
<b>Address</b>	Student Placements Team Nguma-bada Campus Building A4, Room 124a Cairns QLD 4870	Student Placements Team Bebegu Yumba Campus Building 4, Room 268 Townsville QLD 4811
<b>Student Placements Team</b>		
For all general correspondence related to Professional Experience	07 4781 6333	<a href="#">Student Placements Team</a>
<b>Professional Experience Academic Coordinator [Education]</b>		
Trisha Telford	07 4781 5424	<a href="mailto:trisha.telford@jcu.edu.au">trisha.telford@jcu.edu.au</a>
<b>Handbook Abbreviations</b>		
<b>SC:</b> Site Coordinator <b>SBTE:</b> Site-Based Teacher Educator <b>PST:</b> Preservice Teacher <b>Portfolio:</b> Placement Portfolio - Evidence of Demonstrating Practice		<b>CASE:</b> <a href="#">College of Arts, Society and Education</a>
<b>Glossary of Web Links</b>		
<a href="#">JCU Professional Experience for Teachers</a>  <a href="#">JCU Student Code of Conduct 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>  <a href="#">Professional Experience Student General Handbook</a>  <a href="#">Early Childhood Australia</a>  <a href="#">The Australian Children's Education and Care Quality Authority (ACECQA)</a>  <a href="#">Queensland kindergarten learning guideline</a>  <a href="#">Age Appropriate Pedagogies</a>		

## Important Placement Notice

Attendance must be for the entire school day and per the host site's timetable, including meetings and in-school extra-curricular activities. Preservice Teachers (PST) must notify the school/centre immediately if they cannot attend a day due to illness or extenuating circumstances in line with the [Student Special Consideration Policy](#). The day's planning is required to be forwarded to the Site-Based Teacher Educator (SBTE). PST must make up the missed day the following week to ensure the placement requirement of attending days consecutively.

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

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

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

### Placement in the Early Childhood Centre

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



## Placement Dates and Requirement Breakdown

ED1421 – Foundations of Language and Literacy  
 Term 2: 27<sup>th</sup> May – 7<sup>th</sup> June (10-day consecutive block in a 3-5-year-old setting)  
 SBTE is required to have QCT Teacher Registration

- **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 and actively engage in all planning and learning experiences with a focus on language and literacy development
- SBTE guided – PST leads a segment (small group) of a Teacher Initiated Experience with a focus on the [Learning and Development Area – Communicating](#)

### 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 complete the Professional Experience Portfolio requirement
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to <a href="#">Student Placements Team</a>

ED1492 - Teaching Mathematics and Numeracy in Primary and Early Childhood Settings  
 Term 1: 18<sup>th</sup> March - 22<sup>nd</sup> March (5-day consecutive block in a school setting)

- **Before** placement commencement date: Induction – Arrange with SC the most appropriate time and mode of delivery for a school Induction
- **Days 1 - 3:** Targeted observation and actively engage in all planning and learning experiences with a focus on mathematics and numeracy development
- **Days 4 and 5:** SBTE Guided – PST leads a segment (small group activity) during a Mathematics lesson
- 4 days in designated Prep-Year 3 class
- Opportunity to experience **1 day or Session/s** in a Year 4 or above classroom to engage in a maths lesson and ECE Specialisation of an English lesson

### 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 <b>Engagement Level</b> to pass the placement - PST must complete the Professional Experience Portfolio requirements
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to <a href="#">Student Placements Team</a>

ED1439 – Early Education and Care 1  
 Term 4: 11<sup>th</sup> November – 13<sup>th</sup> December (10 days staggered in a 3-5 years old setting)  
 SBTE is required to have QCT Teacher Registration  
 Return to ED1421 Centre – if within the same year  
 Days within the scheduled timeframe are negotiated between PST and SBTE, avoiding clashes with coursework lectures and suitability to SBTE's teaching schedule  
 (2 days per week to align with coursework learning)

- Targeted observation and actively participate in all learning experiences
- Gather pedagogical documentation for the QKLG learning and development areas
- Analysis of documentation

### Reporting

When	- Within 5 days of Placement completion to support student subject progression
What	- Professional Experience Attendance Record indicating completion of 10 Days - Professional Experience Statement of Completion Report indicating completion of Task Requirements
Who	- Record completed by SBTE, Signed by SBTE, SC and PST - Returned ONLY by SC to <a href="#">Student Placements Team</a>



## Roles and Responsibilities

### Mandatory Induction

- PST attends Professional Experience Workshops in preparation for placement as per the **Professional Experience Placement Requirements** Policy Procedure
- PST emails an introduction to SC
- Arranges an introductory meeting time to meet SC and SBTE prior to placement
- SC orientates PST to school/centre policy and expectations
- SC inducts PST to Workplace Health and Safety policy and procedures
- JCU offers optional online support sessions prior to placement for SC and SBTE

### Expectations

- PST and SBTE expectation discussion regarding Assessment Report and plan for engagement during placement
- SBTE exposes PST to relevant school/centre curricular documents
- PST, if required, follows the Intervention Process to request support while on placement
- SBTE notifies SC of early intervention of 'At Risk' and SC notifies JCU
- JCU provides support to PST and SBTE upon notification of PST 'At Risk'

### Engagement

- SBTE engages PST through modelling, guiding, supervising and assessing PST in their first phase of placement experience
- PST takes responsibility for their own learning through active engagement, observation and participation in professional reflective dialogue
- PST documents professional growth evidencing the Australian Professional Standards and the ACECQA National Quality Standards
- PST observes and contributes to the school/centre community
- SC monitors PST engagement, provides support to PST and SBTE; contacts JCU if PST is underperforming

### Assessment and Reporting

- SBTE provides evidence-based feedback to PST
- PST develops a Portfolio to support their demonstration and understanding of the assessed APSTs
- SBTE uses Portfolio to support evaluation of PST's development
- SC submits signed Professional Experience Reports to Student Placement Team -cc Preservice Teacher Professional Experience
- ED1421: Minimum of Developing in EACH descriptor at Engagement level
- ED1439: Statement of Completion and Attendance Record
- ED1492: Minimum of Developing in EACH descriptor at Engagement level
- Report is due within 5 days of placement completion for subject progression

# Placement Checklist

A Quick “Go to Guide”

	Preservice Teacher	Site Coordinator	Site-Based Teacher Educator
Prior to placement	<p>Students are required to obtain a Suitability to Work with Children Card before the start of the first placement</p> <p>Meet all <a href="#">Professional Experience Placement Requirements</a> to be eligible for placement- including attendance at Professional Experience Workshops</p> <p>Access the <b>LearnJCU Profex Community Site 1<sup>st</sup> Phase Folder</b> for supporting documents and templates</p>	<p>Direct your colleagues to the provided 2024 JCU Professional Experience Resource Portfolio - Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources</p> <p>JCU offers ‘Optional 30 min online support’ to schools/centres who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements</p> <p>See <b>School Partnership Support Timetable</b> in the 2024 JCU Professional Experience <a href="#">Resource Portfolio</a> for all joining links</p>	<p>JCU offers ‘Optional 30 min online support’ to schools/centres who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements</p> <p>Ensure you have received and have access to the following: JCU Professional Experience Resource Portfolio, which includes</p> <ul style="list-style-type: none"> <li>• Placement Handbooks</li> <li>• Induction Document</li> <li>• Digital Reports</li> <li>• Professional Experience Partnership General Handbook</li> </ul>
	<p>Contact the Site Coordinator with an email introduction. Ensure you have included a professional email signature</p> <p>Agree to meet to discuss your upcoming placement</p> <p>Present Blue Card and JCU Student ID card</p> <p>Have JCU Student ID on a lanyard, ready for you to wear at all times whilst on placement</p>	<p>Meet with Preservice Teacher</p> <p>Record PST's emergency contact details and sign their Blue Card</p>	<p>Meet with Preservice Teacher</p> <p>View PST's learning development and previous placement experience within the <a href="#">Program Overview</a></p>
	<p>Attend school/centre induction</p> <p>Enquire about the school/centre's Workplace Health and Safety Policy and Risk Management Policy</p> <p>Become familiar with school/centre policies</p> <p>Review Subject Outlines with assessment items linked to Professional Experience and plan to collect artefacts, as required</p> <p>Prearrange your <a href="#">Portfolio</a> structure – include the 5 sections of the Professional Experience Report</p>	<p>Induct PST to Workplace Health and Safety school/centre policies and procedures</p> <p>Orient PST to the school/centre ethos, professional conduct expectations, pedagogical framework, behaviour management policies and school procedures</p> <p>Become familiar with the Key Elements of the Integrated Learning Program Partnership General Handbook</p> <ul style="list-style-type: none"> <li>• Placement requirements</li> <li>• At-Risk Procedure</li> <li>• Pay claims</li> </ul>	<p>Become familiar with the Key Elements (infographics) of the Professional Experience Placement Handbook</p> <ul style="list-style-type: none"> <li>• Level 1 Placement Goals and Structure <a href="#">p.4</a></li> <li>• Roles and Responsibilities <a href="#">p.9</a></li> <li>• Assessment <a href="#">p.18</a></li> <li>• Placement Details</li> <li>• ED1421 <a href="#">pp.24-31</a></li> <li>• ED1492 <a href="#">pp.32-39</a></li> <li>• ED1349 <a href="#">pp.40-47</a></li> </ul>

Before Placement	<p>Review the following documents</p> <p><b>QCT</b>  <a href="#">Code of Ethics</a>  <a href="#">Professional Boundaries</a>  <a href="#">Guide of Evidence Engagement Level</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><b>PLACEMENT DOCUMENTS</b>  Have <b>full</b> knowledge of</p> <ul style="list-style-type: none"> <li>• <a href="#">Work Integrated Learning Professional Experience -Student General Handbook</a></li> <li>• Induction Document</li> <li>• Placement Templates</li> <li>• Placement Learning Goals</li> <li>• Detailed Weekly Learning Tasks</li> <li>• Portfolio Requirements</li> <li>• Assessment &amp; Reporting details</li> </ul>	<p>Support PST with their timetable to have the opportunity to experience 1 day or Session in a Year 4 class or above for the ED1492 placement</p> <p>Advise the SBTE how you might support them in the assessment and reporting</p> <p>Advise PST how they should contact you for support</p> <p>Advise PST when you might check in on them</p>	<p>Utilise Support Documents</p> <ul style="list-style-type: none"> <li>• <a href="#">QCT Evidence Guide (for Engagement)</a></li> <li>• Support resources for SBTE: See QCT <a href="#">website</a></li> <li>• Induction Exemplar</li> </ul> <p>Provide PST with the following</p> <ul style="list-style-type: none"> <li>• timetable</li> <li>• student information/data to support understanding of APST 1</li> <li>• class routines and procedures</li> </ul>
During Placement	<p>Discuss with SBTE the required artefacts for assessment</p> <p>Follow the detailed weekly placement tasks</p> <p>Engage in professional dialogue</p> <p>Engage in reflective practice</p> <p>Develop a <b>Professional Experience Portfolio</b></p> <p>Use Portfolio throughout the placement to guide reflective practice discussions with SBTE</p>	<p>Initiate early the At-Risk Procedure if PST is at risk of not meeting requirements <a href="#">p.15</a> and <a href="#">p.16</a>  <b>The form is located in the JCU Resource Portfolio</b></p>	<p>Clarify your expectations with PST:</p> <ul style="list-style-type: none"> <li>• Reporting time, punctuality, duties, mobile phones</li> <li>• Times for professional dialogue</li> <li>• Observation: how and when could they do so</li> <li>• Participation: how they support student learning</li> <li>• Access to resources: what could they explore</li> </ul> <p>Engage in professional dialogue regarding Portfolio artefacts to support your assessment of PST demonstrating evidence of APSTs</p> <p>Initiate early the <a href="#">At-Risk Procedure</a> so support action can be implemented</p>
After placement	<p>Ensure professional courtesy and good manners are exhibited in your thanks towards all staff and centre/school community after your placement</p> <p>Retain a copy of your signed Professional Experience Reports</p>	<p>Sign the Professional Experience Report/ Record before submitting it to the JCU <a href="#">Student Placement Team</a></p> <p><b>Please cc PST in the email so they may retain a copy of the Digital Report</b></p> <p>Supporting the assessment processes and JCU's commitment to academic integrity, all reports are to be returned ONLY by SC</p> <p>Submit your Site Coordinator's <a href="#">pay claim</a></p>	<p>Discuss assessment of PST with your SC if deemed necessary</p> <p>Sign the Professional Experience Report for each placement and submit it to SC to submit to JCU</p> <p><a href="#">Submit your pay claims</a> by the end of the placement dates</p>

# Placement Support



# JCU Resource Portfolio

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





## Drop-In Sessions

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

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

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

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

<b>If confirmed as hosting a 1<sup>st</sup> Year Preservice Teacher</b>
<b>For any Placement scheduled in Term 1 and 2</b> <b>Please click on the Link  to access the JCU session.</b>
<p>Optional Support Drop-In Prior to the commencement of the Placement Any Time between 3.30 pm – 4.30 pm <a href="#">Wednesday 20<sup>th</sup> March</a> </p> <p>Click on the link to join the Collaborate to meet the Professional Experience Coordinator to ask any Placement questions.</p>
<b>For any Placement scheduled in Term 2 and 3</b> <b>Please click on the Link  to access the JCU session.</b>
<p>Optional Support Drop-In Prior to the commencement of the Placement Any Time between 3.30 pm – 4.30 pm <a href="#">Wednesday 5<sup>th</sup> June</a> </p> <p>Click on the link to join the Collaborate to meet the Professional Experience Coordinator to ask any Placement questions.</p>

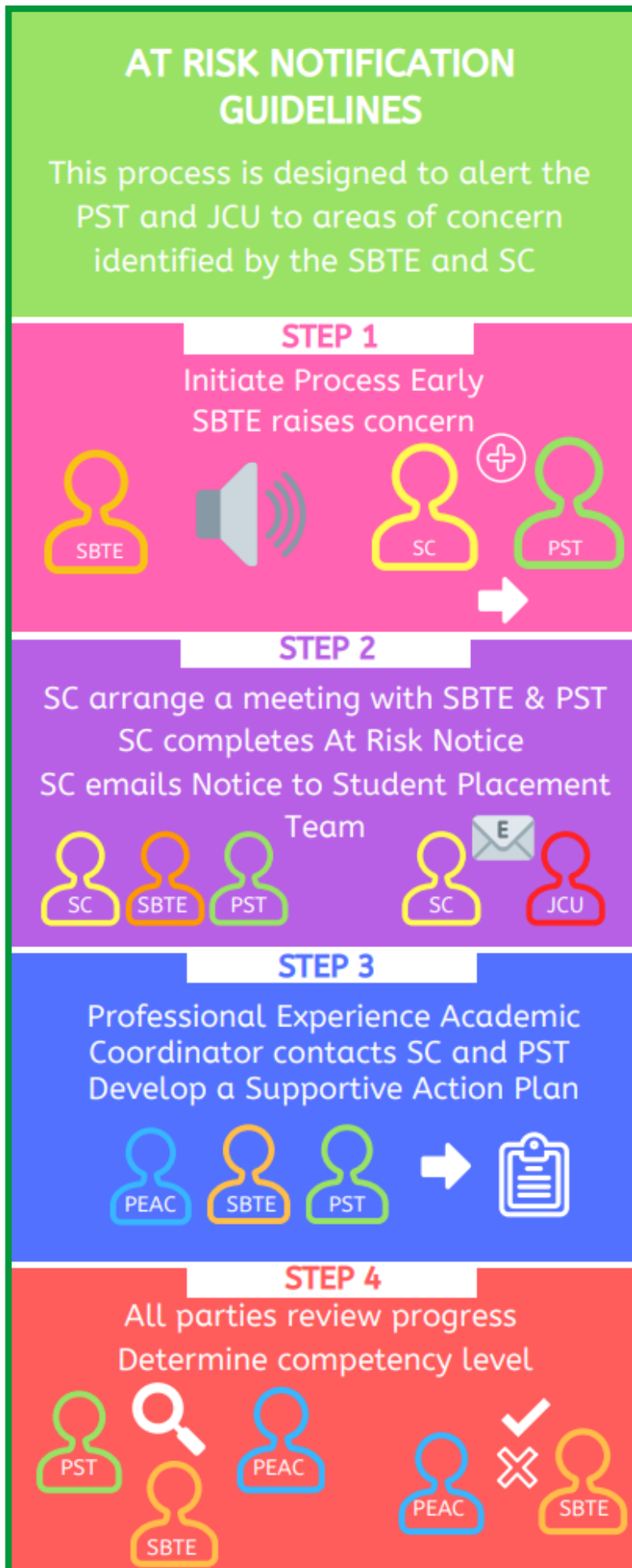
## Preservice Teacher Request for Intervention

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



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

# At-Risk Early Intervention Notification



## At-Risk Notification

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

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

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

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

On receipt of the At-Risk Notification form:

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

At-Risk Form – [2024 JCU Professional Experience Resource Portfolio](#)

If further action is required, the Site Coordinator should contact Trisha Telford, Professional Experience Academic Coordinator Education via email: [trisha.telford@jcu.edu.au](mailto:trisha.telford@jcu.edu.au) or phone (07) 478 15424.

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



# Assessment Details

## Assessment Guidelines

# ASSESSMENT MODERATION

Has the Preservice Teacher shown sufficient evidence of a deep interest to learn and develop their professional knowledge and practice?

Provide feedback based on APST to guide Preservice Teacher's development for further practice

### 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

### ED1421 - 10 DAYS

Assessed using Professional Experience Report  
Observation of daily **engagement** & professional **attributes**

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

Discuss Professional Experience Report, **including** PST's Portfolio



### ED1439 - 10 DAYS

Assessed using Statement of Completion Report & Attendance Record

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

Discuss collected documentation analysis



### ED1492 - 5 DAYS

Assessed using Professional Experience Report

Observation of daily **engagement** & professional **attributes**

PST organises a time with SBTE to discuss practice & overall evaluation and **discuss PST's Portfolio**

Provide feedback to PST concerning their development at an **engagement** level



## Assessing Level 1 Professional Experience

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

In making this formal evaluation, Site-Based Teacher Educators will take into consideration the following:

Site-Based Teacher Educators	Preservice Teacher
Making the formal evaluation, take the following into consideration	Regularly discuss practice and self-appraisal to ensure ongoing development
<ul style="list-style-type: none"> <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 Professional Experience 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 Professional Experience 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>

By the end of the ED1439 Professional Experience, Preservice Teachers are expected to demonstrate at an Engagement level throughout their practice and Professional Experience Portfolio:

- Early developing knowledge and understanding of the implications for the learning of students' physical, cultural, social, linguistic and intellectual characteristics.
- A developing understanding of the principles of inclusion.
- A developing knowledge of the literacy and numeracy teaching strategies and their application in learning areas.
- Developing knowledge of strategies that support a positive learning environment.
- Exploring ways to identify support for children's well-being and safety, working within school/centre and system curriculum and legislative requirements.
- Developing skills in observing and reflecting on teaching and learning processes.
- Professional conduct that reflects QCT Code of Conduct, Professional Boundaries, ECA Code of Ethics and the school/centre's code of conduct.

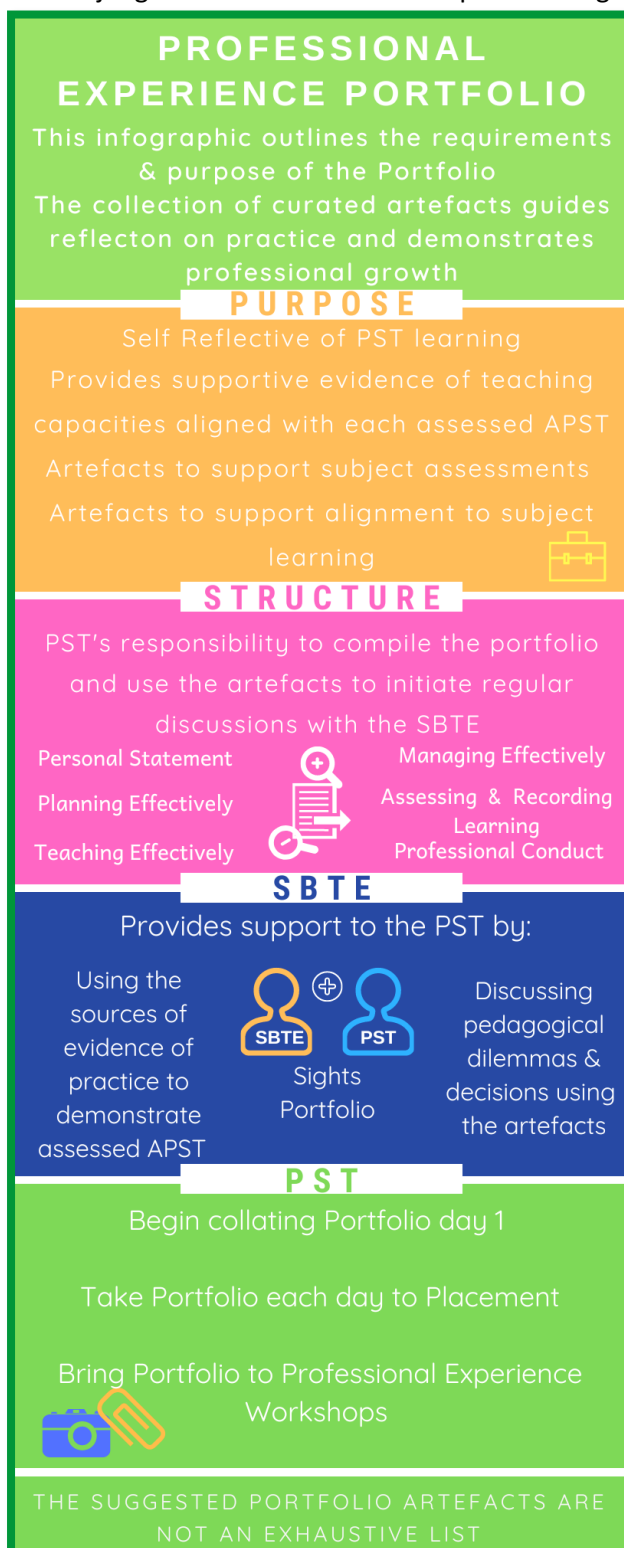
Assessment Ratings	
Well developed	<b>Consistent</b> evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage
Developing adequately towards graduate level	<b>Awareness</b> of the descriptors at the APST Graduate Career Stage; developing consistency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

Before the last day of placement, the Preservice Teacher should organise a time to discuss their professional learning and development. This is an opportunity to provide final feedback to support the PST in planning their next placement learning goals.

## Placement Portfolio Requirement

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

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



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



## Submission of Reports

### Location

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

### 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 to be completed
- Ensure all parties have signed the completed report

### Where to Submit

- Digital Report to be emailed to Student Placements Team

### When to Submit

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

### Copy

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

# Individual Placement Details

## Learner Profiles


Preservice Teachers focus on understanding the learner and responding to the needs and interests of children and the diverse communities to which they belong. They also focus on how the learner's needs may affect learning. To support their understanding of the learner and how they learn, they ethically develop Learner Profiles to be included in their Placement Portfolio.

### LEARNER PROFILES

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



#### INDIVIDUAL PROFILES

Profiles are representative of the current level or phase

2 students 'below level' or 'emerging phase'	 2 students 'at level' or 'exploring phase'	2 students 'above level' or 'extending phase'
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#### CLASS PROFILES


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

 Discuss with SBTE 

#### OBSERVATIONS

Observe the learners in different contexts:

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



#### DATA

<ul style="list-style-type: none"><li>• Interests</li><li>• Special achievements and skills</li><li>• Special needs</li><li>• Language background e.g. language/s spoken at home, home literacy resources</li></ul>	<ul style="list-style-type: none"><li>• Access to technologies</li><li>• Social/emotional factors</li><li>• Family factors</li><li>• Cultural/religious factors</li></ul>
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### APST 1

### KNOW STUDENTS AND HOW THEY LEARN

# ED1421 Goals and Placement Overview

## PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED1421

This infographic explains the overarching goals for the ED1421 Work Integrated Professional Experience program

### GOAL 1

Observe the daily practices of a teacher  
Observe the intentional teaching practices with attention to literacy - Communicating



### GOAL 2

Contribute to children's learning as directed by your SBTE



### GOAL 3

Understand and support diverse learning needs and strengths of children.



### GOAL 4

Develop a Professional Experience Portfolio  
Artefacts of children's profiles & evidence of the relevant (APST) descriptors



Expectations dialogue  
Observe and record class routines and procedures



### DAY 1 & 2

Observation  
Support children's learning  
Two learner profiles - Extending Phase

Record Literacy intentional teaching practices



Support Individual or Small Group learning

### DAY 3 & 4

Observation  
Two learner profiles - Exploring Phase  
Teaching Preparation

Support Individual or Small Group learning



Preparation for leading learning for a small group

### DAY 5 & 6

Two Learner Profiles - Emerging Phase  
Lead a literacy/communicating segment  
Reflection

PST lead with SBTE guidance 2 segments of a literacy teacher-initiated experience



Co-reflect on teaching

### DAY 7 & 8 & 9

Support Individual or Small Group learning



Co-reflect using teaching Portfolio

### DAY 10

## ED1421 OVERVIEW



## ED1421 Learning Tasks in Details

Days	Site-Based Teacher Educator (SBTE)	Preservice Teacher (PST)
1 and 2	<p>Discuss room induction expectations</p> <p>Explain established room routines and procedures and how they create and maintain supportive, inclusive and safe learning environments addressing Quality Areas 1, 2 and 3</p> <p><b>Model</b> literacy/communicating intentional teaching practices</p> <p>Share teaching philosophy and perspective of the Profession – the <a href="#">Ethics</a> for the Early Childhood professionals</p>	<p>Engage in a professional expectations dialogue with SBTE – discuss ED1421 placement goals</p> <p>Observe and record room routines and procedures – particularly how they support an inclusive and safe learning environment. <b>Sample observation templates</b> found in LearnJCU Professional Experience Community 1st Phase Folder</p> <p>Observe and record literacy teaching practices – <b>Observation sample template</b> found in LearnJCU Professional Experience Community 1st Phase Folder</p> <p>Provide incidental support to children’s learning (individual and small groups)</p>

Each day, PST initiates professional discussion with SBTE using chosen suggested discussion points and artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice.

Language development is influenced by a child's social context, e.g., immediate family, the people and groups they interact with socially and their geographic and cultural environments.

What are the challenges of this rich diversity, and what does it bring to teaching language and literacy? Review Week 2 Topic 1, Defining and Distinguishing Language and Literacy to support your discussion.

3 and 4	<p>Model and explain teaching strategies that generate classroom talk which supports language learning for linguistically diverse children</p> <p>Guide PST to choose two children at the 'extending' phase of the Continua of learning to observe - Children are effective communicators</p> <p>Model for PST how to incorporate verbal and non-verbal communication, questioning techniques and providing clear instructions and directions</p> <p><b>Guided and scaffolded planning</b> with PST to prepare to lead a small group activity or segment of a teacher-initiated experience engaged</p>	<p>Observe and record the teaching strategies- particularly how the SBTE is responsive to the learning strengths and needs of children from diverse cultural, religious, socioeconomic, and particularly linguistic backgrounds</p> <p>Observe children's literacy practices and for what purpose they use language to communicate with their peers (Functions of Language)</p> <p>Observe and record SBTE’s use of effective classroom communication strategies/<a href="#">intentional teaching practices</a> to support children’s engagement</p> <p>Co-reflect with SBTE on your observations to begin preparing to lead a small group activity with a focus on Effective Communicators, due on either Day 7, 8, or 9 and</p> <p>Learner Profile - Observe two children at the '<b>extending</b>' phase of the Continua of learning - Children are effective communicators</p> <p>Provide incidental support to children’s learning (individual and small groups)</p>
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Each day, PST initiates professional discussion with SBTE using chosen suggested discussion points and artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice.

Discuss what data sources/pedagogical documentation the SBTE selects to know children’s literacy capabilities.  
Discuss the literacy demands required to engage children in their learning.

Considerations in catering for all children's language and literacy learning needs in their room.

Days	Site-Based Teacher Educator (SBTE)	Preservice Teacher (PST)
5 and 6	<p>Model and explain intentional teaching practices, particularly with supporting literacy readiness, according to the <a href="#">Language Developmental Milestones</a> addressing the needs and strengths of all children</p> <p>Model and explain how to support children’s learning progression through targeted feedback</p> <p>Guide PST to choose two children at the 'exploring' phase of the Continua of learning to observe - Children are effective communicators</p> <p>Continue the guided and scaffold planning with PST to prepare to lead a small group activity or segment of a teacher-initiated experience– focus on supporting PST to provide clear instructions and directions and incorporating questioning techniques – <a href="#">High Verbal Interactions</a></p>	<p>Observe and record the teaching resources and strategies – to support children’s literacy readiness</p> <p>Observe and record the intentional teaching practices – particularly SBTE’s methods of providing feedback to children about their learning and development – <b>Feedback Template</b></p> <p>Learner Profile - Observe 2 children at the 'exploring' phase of the Continua of learning - Children are effective communicators</p> <p><b>Discuss preparation</b> for leading a segment of a teacher-initiated experience for PST to deliver on Day 7 and 8 and 9</p> <p>Provide incidental support to children’s learning (individual and small groups)</p>

Each day PST initiates professional discussion with SBTE using chosen suggested discussion points and artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice.

How do we support our children in becoming literate for the 21st century – moving from a print to digital culture? The multi-literacy classroom.

Co-reflect with SBTE about your observations of literacy teaching strategies.

Discuss the literacy considerations and resources that are considered when planning to support children’s learning and development.

7 and 8 and 9	<p>Model and explain chosen strategies to support cultural and linguistic diversity in kindergarten</p> <p>Guide PST to choose two children at the 'emerging' phase of the Continua of learning to observe - Children are effective communicators</p>	<p>Observe and record the teaching practices – particularly how SBTE supports inclusive child participation and engagement</p> <p>Learner Profile - Observe two children at the '<b>emerging</b>' phase of the Continua of learning – Children are effective communicators</p> <p><b>Lead the co-planned small group teacher-initiated experience as guided by SBTE</b></p> <p>Co-reflect with SBTE on how instructions provided were clear and precise to engage children in learning and the inclusion of a variety of questioning techniques during the group activity – <b>Reflection Template</b></p> <p>Provide incidental support to children’s learning (individual and small groups)</p> <p>Prepare 300-word reflection (<a href="#">Professional Experience Portfolio</a>) on the four days of Experience</p>
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Each day PST initiates professional discussion with SBTE using chosen suggested discussion points and artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice

Developing a critical literacy environment - what are the challenges involved in implementing critical literacy practices? Discuss the SBTE’s approach to developing their literacy program –which supports children to vary their literacy practices. How do they plan for literacy learning?

Day	Site-Based Teacher Educator (SBTE)	Preservice Teacher (PST)
10	Provide feedback on PST's engagement during placement  Review PST's professional learning against the <a href="#">Professional Experience Report</a> – <b>Demonstration of Evidence through Practice, PST's Portfolio and Professional Discussions</b>	Lead the co-planned small group activity implementing suggested SBTE feedback  Provide incidental support to children's learning journey (individual and small groups)  Co-reflect Professional Experience and Portfolio ( <a href="#">including Portfolio 300-word Reflection</a> )



## ED1421 Professional Experience Portfolio

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

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

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

Planning effectively	<p><b>Understanding Learners</b></p> <ul style="list-style-type: none"> <li>• Six learner profiles to gain knowledge and understanding of a child's interests and abilities– in particular, literacy and language development <b>APST 1.1</b></li> <li>• Observation and reflective notes of learning in a play-based curriculum that reflects literacy-rich learning environments that reflect different languages <b>APST 1.3</b></li> </ul>
	<p><b>Understanding how to be responsive and plan for the learner's needs</b></p> <ul style="list-style-type: none"> <li>• Plans of the two PST lead activities with post-implementation reflections (these plans are co-created with your SBTE)</li> <li>• Planning discussion notes on learning in a play-based curriculum that reflects the use of a variety of resources and strategies to support different learning needs and interests <b>APST 1.5</b></li> </ul>
Teaching effectively	<p><b>Understanding Teaching</b></p> <ul style="list-style-type: none"> <li>• Observation notes of literacy teaching practices including resources customised or created by the SBTE, to address the children's literacy readiness, developmental language milestones and/or the literacy demands of the task to support children's engagement <b>APST 2.5</b></li> <li>• Prepared examples/bank of a range of open/closed questions to be used during the group lead experience to support children's engagement <b>APST 3.5</b></li> <li>• Evidence of different communication strategies to work with all children, including those with English as an additional language <b>APST 3.5</b></li> </ul>
Managing effectively	<p><b>Understanding Positive Learning Environments APST 4.1 and 4.2</b></p> <ul style="list-style-type: none"> <li>• Annotate room's safe and supportive practices in relation to centre policy and how the practices facilitate learning – <a href="#">Quality Area 2 – Children's health and safety</a></li> <li>• Document expectations of children's learning and behaviour that show care and well-being for individuals, as well as considerations of centre policy</li> <li>• Reflections (annotations) on how room routines and procedures support inclusive child participation, promote positive interactions and engagement in learning experiences</li> </ul>
Assessing and Recording Learning	<p><b>Understanding feedback and checking for understanding</b></p> <ul style="list-style-type: none"> <li>• Observation and reflective notes of how feedback is provided to children to support learning and development <b>APST 5.2</b></li> <li>• Reflections upon your capacity to organise room activities and provide clear directions</li> </ul>
Professional Conduct	<p><b>Demonstrating professional conduct</b></p> <ul style="list-style-type: none"> <li>• Reflection upon annotated examples of how you communicated effectively and interacted professionally with school staff, aligning with Professional Boundaries, Code of Ethics, <a href="#">ECA Code of Ethics</a>, policies and processes required of teachers <b>APST 7.1</b></li> </ul>
Reflective Practice	<p><b>300-word reflection on the first four days of Professional Experience</b></p> <ul style="list-style-type: none"> <li>• Focus on planning for and engaging children with diverse needs and strengths, with particular attention to language and literacy development</li> </ul>

**Portfolio is required for Professional Experience Workshops**

**ED1421 Professional Experience Report**

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports and Attendance Records be returned **ONLY** by Site Coordinators. Digital Reports to be submitted to the Student Placement Team by emailing [placements@jcu.edu.au](mailto:placements@jcu.edu.au). The Report is due within **5** days of placement completion to support the Preservice Teacher's 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>SBTE</b>		<b>QCT Current Registration</b>	
<b>ECE 3-5 Years</b>	<b>Room Groupings</b>		
<b>Well developed</b>	<b>Consistent</b> evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage		
<b>Developing adequately towards 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</b></p> <ul style="list-style-type: none"> <li>➤ With some advice and support is able to link/source...</li> <li>➤ Is usually able to...</li> <li>➤ Is aware of, understands...</li> <li>➤ Has some capacity...</li> <li>➤ Is often prepared to...</li> <li>➤ Initiate some...</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		



To be a successful placement - A minimum of 'Developing Adequately' in all descriptors				
<p>At this stage of learning, Preservice Teachers are introduced to the APST. The practicum focuses on Preservice Teachers' perspectives of learners and how their perspectives can shape their practices. Literacy as a general capability is a focus in this phase.</p> <p>Evidence of PST's <b>emerging development</b> of the following can be gained through the observation of the PST's practice and engagement in the detailed Learning Tasks, the professional and reflective dialogue and the suggested Portfolio artefacts.</p>	Satisfactory			
	Well Developed	Developing Adequately		Not Developing
<b>Planning effectively - Preparation for teaching</b>				
Seeks knowledge and discusses observations of children's learning and development	APST 1.1			
Discusses observations and expresses awareness of the need to differentiate teaching strategies based on student diversity of teaching strategies responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3			
Observe and note approaches for differentiating teaching to meet the specific learning needs of children across the full range of abilities.	APST 1.5			
Observe and note strategies for teaching literacy and their application in teaching areas.	APST 2.5			
<b>Teaching effectively - Enactment of teaching</b>				
Observe and note various verbal and non-verbal communication strategies to support children's engagement.	APST 3.5			
<b>Managing effectively - Development of a safe and supportive learning environment</b>				
Observe and record strategies to support inclusive children's participation and engagement in classroom activities.	APST 4.1			
Observe and record strategies for classroom organisation using clear directions	APST 4.2			
<b>Assessing and Recording - Provision of feedback to support learning</b>				
Demonstrate awareness of the purpose of providing timely and appropriate feedback to children about their learning.	APST 5.2			
<b>Professional Conduct - Knowledge of professional boundaries</b>				
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1			
<i>Overall comments regarding the PST's practices that demonstrated engagement with the focus APSTs during the placement.</i>				

Professional Experience Result		Requirements	
<b>Satisfactory</b>	<b>Unsatisfactory</b>	Completed 10 Days	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Completed and Discussed professional portfolio recommendations	<input type="checkbox"/>
<b>Means PST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)</b>	<b>Means PST is not yet ready to proceed to next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked</b>	Minimum of 'Developing Adequately' in all descriptors.	<input type="checkbox"/>
<b>Preservice Teacher's name</b>		<b>Signature Date</b>	
<b>Supervising Teacher's name</b>		<b>Signature Date</b>	
<b>Site Coordinator's name</b>		<b>Signature Date</b>	

# ED1492 Goals and Placement Overview

## PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED1492

This infographic explains the overarching goals for the ED1492 Work Integrated Professional Experience program

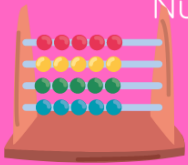
### GOAL 1

Observe the daily practice of a teacher and how they lead students to gather, discover and create mathematical knowledge and skills



### GOAL 2

Observe the CRA Model approach to mathematics teaching - Focus on Number Strand



### GOAL 3

Observe how mathematic proficiencies are developed

Observe how numeracy can be applied across the curriculum



### GOAL 4

Engage in leading a mathematical group activity, guided by SBTE



Expectations dialogue  
Observe and record maths lesson routines and procedures to support a learning environment



Arrange Year 4 or above observation



### DAY 1

Observation  
Support student learning  
One learner profile - Above numeracy standard

Record the numeracy teaching practices



Support Individual or Small Group learning

### DAY 2

Observation CRA approach  
One learner profile - Below numeracy standard

Observe numeracy readiness



Preparation for leading learning for a small group

### DAY 3

One Learner Profile - At numeracy standard  
Lesson structure observation

PST lead with SBTE guidance a group maths activity



Co-reflect on maths activity

### DAY 4

Lead a small group maths Number activity

Support Individual or Small Group learning



Co-reflect using teaching Portfolio

### DAY 5

## ED1492 OVERVIEW

## ED1492 Learning Tasks in Details

Day	Site-Based Teacher Educator (SBTE)	Preservice Teacher (PST)
1	<p>Discuss or reacquaint PST with induction expectations and placement goals</p> <p>Opportunity to experience <b>1 day or Session</b> in Year 4 or above class to engage and observe mathematics and an English/literacy lesson</p> <p>Explain established math lesson routines, procedures, and use of manipulatives and how they contribute to creating and maintaining a supportive, inclusive and safe maths learning environment</p> <p>Model numeracy teaching strategies and the incorporation of general numeracy capabilities specific to the other subject areas</p>	<p>Engage in a professional expectations dialogue with SBTE –discuss ED1492 placement goals</p> <p>Observe and record math lesson routines, procedures and use and types of manipulatives, particularly how they support an inclusive maths learning environment</p> <p><b>Observe specialisation, with a focus on the specific numeracy demands for the subject</b> (Science and HPE) – Observation Template in LearnJCU 1<sup>st</sup> Phase Folder</p> <p>Provide incidental support to children’s learning (individual and small groups)</p> <p>Observe what strategies are used for the integration of the general capability of Numeracy in the teaching of other learning areas</p>

Each day PST initiates professional discussion with SBTE using chosen suggested discussion points and artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice

How does the SBTE cater for a range of mathematical knowledge and confidence and what challenges that brings to a maths classroom?

How does a teacher’s own level of enjoyment and disposition towards mathematics have an impact on children’s mathematical progress? What knowledge does the SBTE have of mathematic associations or mathematics teacher communities, including social media platforms?

Day 2	<p>Guide PST to choose 1 student representational of the <b>above level of achievement</b> with numeracy expectations</p> <p>Model and explain the use of physical manipulatives appropriate for the age level of the students and suitable for the <b>concrete</b> stage of the <b>Concrete – Representational</b> (Pictorial) – <b>Abstract</b> approach to mathematics teaching (CRA)</p> <p><b>Guided and scaffolded planning</b> with PST to prepare to lead a small group maths activity – preferably focus on the Number Strand to align with coursework learning</p> <p>Model and explain teaching strategies within the ECE Specialisation of an English lesson, particularly with supporting literacy readiness, addressing the needs and strengths of all students</p>	<p>Learner Profile - Observe 1 student '<b>above</b>' Satisfactory Achievement Standard and numeracy expectations</p> <p>Observe how focus child views and feels about mathematics and the way they engage in a maths lesson</p> <p>Observe student's engagement and how they employ mathematical thinking to accomplish a task</p> <p>Observe and record the teaching strategies - <b>Sample Observation templates</b> found in LearnJCU Professional Experience Community 1st Phase Folder</p> <p>Co-reflect with SBTE on your observations to begin preparing to lead a small group maths Number activity due on Days 4 and 5</p> <p>Provide incidental support to student’s learning (individual and small groups)</p>
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Each day PST initiates professional discussion with SBTE using chosen suggested discussion points and artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice

What are different ways to engage children with information during maths lessons? What are different ways children can express their learning?

What are effective classroom or whole-school approaches to positively engaging and/or educating parents and carers to support children’s mathematical learning in everyday contexts?

<p><b>Day 3</b></p>	<p>Model and explain teaching strategies, particularly with supporting <b>numeracy readiness</b>, addressing the needs and strengths of all children</p> <p>Guide PST to choose 1 student representational of the <b>'below' level of achievement</b> with numeracy expectations</p> <p>Continue the guided and scaffold planning with PST to prepare to lead a small group maths activity— focus on supporting PST to encourage and support the learners through questions requiring reasoning beyond right or wrong answers</p> <p>Model strategies to engage off-task learners</p>	<p>Observe and record the teaching resources, including digital literacies and strategies – to support children’s numeracy readiness</p> <p>Observe and record differentiation strategies for children that require additional support or scaffolding</p> <p>Learner Profile – Observe 1 child <b>'below'</b> Satisfactory Achievement Standard and numeracy expectations Observe how focus child views and feels about mathematics and the way they engage in a maths lesson</p> <p><b>Discuss preparation for leading a maths number activity for PST to deliver on Day 4 and Day 5</b></p> <p>Observe and co-reflect with SBTE on how learners became <b>reengaged</b> with learning - <b>Off Task Observation Template</b></p> <p>Provide incidental support to student learning (individual and small groups)</p>
<p>Each day PST initiates professional discussion with SBTE using chosen suggested discussion points and artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice</p>		
<p>How does the School use NAPLAN results? Discuss the debates on NAPLAN contentions. Feeling of NAPLAN with the community - useful or not? Discuss the School's Index of Community Socio-Educational Advantage (ICSEA) four factors. Does the School's diversity and level of complexity reflect NAPLAN results? What gaps are visible in NAPLAN results with the School's diversity profile?</p>		
<p><b>Day 4</b></p>	<p>Model and explain the structure of a maths lesson and how to support the student’s <b>literacy readiness</b> for the lesson</p> <p>Guide PST choose 1 student representational of the <b>'at' level of achievement</b> with numeracy</p> <p>Co-reflect with PST on their observation of how the maths lesson was structured</p>	<p>Observe and record the structure of a maths lesson - <b>Sample Observation templates</b> found in LearnJCU Professional Experience Community 1st Phase Folder</p> <p>Observe the techniques the SBTE uses to support student time spent on developing understanding during learning tasks</p> <p>Lerner Profile - Observe 1 student <b>'at'</b> Satisfactory Achievement Standard and numeracy expectations</p> <p>Observe how focus child views and feels about mathematics and the way they engage in a maths lesson</p> <p><b>Lead the co-planned small group maths activity guided by SBTE</b></p> <p>Co-reflect with SBTE on how you supported learners</p> <p>Co-reflect on observation notes on how SBTE structured a lesson</p>
<p>Each day PST initiates professional discussion with SBTE using chosen suggested discussion points and artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice</p>		
<p>How do you know children have conceptual understanding? How do you embed children’s cultural background or home life experiences into mathematics activities?</p>		



<p>5</p>	<p>Model and explain how to assess for conceptual understanding and learning progression through targeted feedback</p> <p>Discuss the use of different chosen assessment tools and purposes "of" "for" and "assessment as" learning</p> <p>Review PST's professional learning against the <a href="#">Professional Experience Report – Demonstration of Evidence through Practice, PST's Portfolio and Professional Discussions</a></p>	<p>Observe and record the assessment strategies – particular attention to how SBTE provides feedback to support student learning - Sample Observation templates found in LearnJCU Professional Experience Community 1st Phase Folder</p> <p>Observe and record SBTE's methods of providing feedback to children about their learning and development</p> <p>Observe different assessment tools used throughout the lessons to support the SBTE determine the next teaching steps for student learning</p> <p>Reflective notes on how SBTE plans for assessing learning Provide incidental support to student learning (individual and small groups)</p> <p>Discuss the practice of 'teacher reflection' with SBTE and note in relation to the models of reflective practice introduced in ED1492</p>
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Each day PST initiates professional discussion with SBTE using chosen suggested discussion points and artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice

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

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





## ED1492 Professional Experience Portfolio

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

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

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

Requirements	Suggested Artefacts for inclusion
Planning effectively	<b>Understanding Learners</b> <ul style="list-style-type: none"> <li>• 3 learner profiles to gain an understanding of the representative <b>standard</b> levels of achievement and dispositions towards mathematics <b>APST 1.1</b></li> </ul>
	<b>Understanding Planning</b> <ul style="list-style-type: none"> <li>• A record of SBTE's insights on planning for the diverse needs of children <b>APST 1.3</b></li> <li>• Observation Template of lesson structure and/or planning templates used by SBTE in particular, a lesson plan template (if not notes regarding the way a teacher approaches planning and what considerations are made regarding the format/structure of the lesson)</li> <li>• Observation notes of lesson planning or activities that incorporate numeracy across the curriculum <b>APST 2.5</b></li> </ul>
Teaching effectively	<b>Understanding Teaching</b> <ul style="list-style-type: none"> <li>• Reflective notes on the CRA approach to teaching mathematics <b>APST 2.1</b></li> <li>• Observation notes of teaching strategies with attention to the Number Strand, including manipulative and digital literacies, to facilitate student learning (make links to teaching/learning theories from ED1492 where evident) <b>APST 3.4</b></li> <li>• Examples of vocabulary and metalanguage used in group activity to develop conceptual understanding <b>APST 3.5</b></li> </ul>
Managing effectively	<b>Understanding Positive Learning Environments</b> <ul style="list-style-type: none"> <li>• Annotated records/photos of classroom routines and procedures to how they contribute to creating a safe and supported maths learning environment <b>APST 4.1</b></li> <li>• Written reflections on how SBTE supports children to know positive learning behaviours <b>APST 4.2</b></li> </ul>
Assessing and Recording Learning	<b>Understanding feedback and checking for understanding.</b> <ul style="list-style-type: none"> <li>• Observation notes of how feedback provided to children supports their progress towards a learning goal</li> <li>• Examples of "assessment of", "assessment for", and "assessment as" learning <b>APST 5.4</b></li> </ul>
Professional Conduct	<b>Demonstrating professional conduct</b> <ul style="list-style-type: none"> <li>• Seeking knowledge of external Mathematic organisations or associations to help enhance and support teachers of mathematics <b>APST 7.4</b></li> </ul>
Reflective Practice	<b>300-word reflection on Professional Experience</b> <ul style="list-style-type: none"> <li>• Focus on inclusion and engagement of diverse learners in the classroom, including consideration of teaching numeracy as a general capability</li> </ul>

**Portfolio is required for Professional Experience Workshops**

## ED1492 Professional Experience Report

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

Preservice Teacher		Student Id	
JCU Partnership School			
SBTE			
ECE P-3			
Well developed	<b>Consistent</b> evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage		
Developing adequately towards graduate level	<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> <ul style="list-style-type: none"> <li>➤ <b>SUCCESSFUL DEMONSTRATION OF ENGAGEMENT</b></li> <li>➤ With some advice and support is able to link/source...</li> <li>➤ Is usually able to...</li> <li>➤ Is aware of, understands...</li> <li>➤ Has some capacity...</li> <li>➤ Is often prepared to...</li> <li>➤ Initiate some...</li> </ul>		
Not developing adequately	<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		

To be a successful placement - A minimum of 'Developing Adequately' in all descriptors

At this stage of learning, Preservice Teachers are introduced to the APST. The practicum focuses on Preservice Teachers' perspectives of learners and how their perspectives can shape their practices. Literacy as a general capability is a focus in this phase.  Evidence of PST's <b>emerging development</b> of the following can be gained through the observation of the PST's practice and engagement in the detailed Learning Tasks, the professional and reflective dialogue and the suggested Portfolio artefacts.		Satisfactory		Not Developing
		Well Developed	Developing Awareness	
<b>Planning effectively - Preparation for teaching</b>				
Seeks knowledge and discusses observations of children's specific physical, social and intellectual learning needs that may affect learning.	APST 1.1			
Discusses observations and expresses awareness of the need to differentiate teaching strategies based on child diversity of teaching strategies responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3			
Observe and note strategies for teaching literacy and their application in teaching areas.	APST 2.5			
<b>Teaching effectively - Enactment of teaching</b>				
Observe and note understanding of the Math CRA teaching CRA strategy to support the communication of math ideas	APST 2.1			
Observe and note the use of manipulatives to support learning of content	APST 3.4			
Observe and note various verbal and non-verbal communication strategies to support child engagement.	APST 3.5			
<b>Managing effectively - Development of a safe and supportive learning environment</b>				
Observe and record strategies to support inclusive participation and engagement in classroom activities.	APST 4.1			
Observe and record strategies for classroom organisation to support children knowing positive learning expectations	APST 4.2			
<b>Assessing and Recording - Provision of feedback to support learning</b>				
Considers the types of evidence required to effectively evaluate student conceptual understanding.	APST 5.4			
<b>Professional Conduct- Development of a community of educators</b>				
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4			
<i>Overall comments regarding the PST's practices that demonstrated engagement with the focus APSTs during the placement.</i>				

Professional Experience Result		Requirements	
Satisfactory	Unsatisfactory	Completed 5 Days	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Completed and Discussed Professional portfolio recommendations	<input type="checkbox"/>
<b>Means PST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)</b>	<b>Means PST is not yet ready to proceed to next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked</b>	Opportunity to experience <b>1 day or Session</b> in Year 4 or above class	<input type="checkbox"/>
		Minimum of 'Developing Adequately' in <b>all</b> descriptors	<input type="checkbox"/>
Preservice Teacher's name		Signature Date	
Supervising Teacher's name		Signature Date	
Site Coordinator's name		Signature Date	

# ED1439 Goals and Placement Overview

## PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED1439

This infographic explains the overarching goals for the ED1439 Work Integrated Professional Experience program

### GOAL 1

Develop a broad knowledge of contemporary ECE policy, curriculum EYLF/QKLG/NQF and practice and critically review their application



### GOAL 2

Develop and apply skills in creating a Situational Analysis, based on documenting a focus child's learning and development



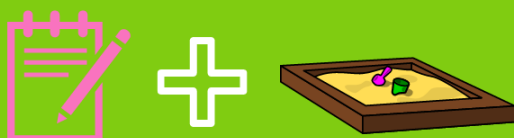
### GOAL 3

Develop knowledge of a play-based approach to early childhood pedagogy, principles and practices



### GOAL 4

Apply skills in documenting, analysis, planning and assessing children's learning



Expectations dialogue  
Participate in learning activities

Collecting data for Situational Analysis

Choose focus child

Permission Form



### DAYS 1 & 2

Participate in learning activities

Documentation 1  
Narrative  
Analysis



Documentation 2  
Narrative  
Analysis

Identity

Teacher  
Observations

Connectedness

### DAYS 3 & 4

Participate in learning activities

Documentation 3  
Checklist - Wellbeing  
Analysis



Documentation 4  
Samples - Active  
Learning  
Analysis

Teacher  
Observations

### DAYS 5 & 6

Participate in learning activities

Documentation 5  
Language Transcript  
Communicating  
Analysis



Evidence for a  
Transition  
Statement

### DAYS 7 & 8

Participate in learning activities

Co-plan a learning  
experience



Enact co-planned  
experience



### DAYS 9 & 10

## ED1439 OVERVIEW

## ED1439 Learning Tasks in Details

Profex Days	Placement Tasks (PST)	Placement Tasks (SBTE)
Prior to placement	<p>The Professional Experience tasks outlined in ED1439 are completed in conjunction with ED1439: Early Childhood Education and Care assessment items.</p> <p>Required Templates for the placement are found in the LearnJCU Professional Experience Community 1st Phase Folder.</p>	
	<p>Attend the placement requirement of the Professional Experience Workshop</p> <p>Contact the supervising Teacher, either by phone or in person, to organise professional experience days and times</p> <p>Meet Site Coordinator for Centre Induction</p> <p>Present the SBTE with a description of the required tasks during the first week of Professional Experience</p>	<p>Meet with the Preservice Teacher, either by phone or in person, to organise professional experience days and times beginning next week</p> <p><b>Induct</b> PST with Work, Health and Safety</p> <p>Engage in an expectations dialogue</p> <p>The SBTE advises the Preservice Teacher of appropriate protocols for observing and documenting, including:</p> <ul style="list-style-type: none"> <li>• Privacy and confidentiality</li> <li>• Checking consent policies of individual centres</li> <li>• Unobtrusive documenting</li> </ul> <p><b>USE OF DE-IDENTIFICATION / PSEUDONYMS</b> Liaison/guidance from the Site-Based Teacher Educator (SBTE) regarding the suitability of children to observe</p>
1 <sup>st</sup> Day	<p>Begin Professional Experience. Give your SBTE your <b>Introduction to Professional Experience form, (Form 1)</b> which can be displayed in the centre. <i>(Outcome 1 – children feel safe, secure and supported)</i></p> <p>Engage with centre staff and children</p> <p>Begin collecting information for Situational Analysis <b>(Template A)</b></p> <p>Choose a focus child who will be attending on your day of placement and send home parent/carer permission form <b>(Form 2)</b></p> <p>Actively engage in group learning experiences</p>	<p>Assist Preservice Teacher in selecting focus child and send home permission form</p> <p>Support PST in collecting information concerning a Situational Analysis</p> <p>At the end of the session, sign ED1439 <b>Professional Experience Attendance Record</b></p> <p><b>Professional Dialogue</b> How the Centre’s most recent situational analysis was a key component to informing improvement in learning and teaching in alignment with the <b>National Quality Standards and Accreditation</b></p>



<p>2<sup>nd</sup> Day</p>	<p>Collect remaining information for the Situational Analysis Task. Discuss your information and insights with SBTE</p> <p>Teacher Observation – <b>(Template B)</b> <b>Focus</b> on how SBTE supports a child’s development and sense of Identity <b>(Outcome 1)</b></p> <p>Co-reflect with SBTE on your observations</p> <p>Collect signed permission form, scan and <b>submit</b> it through the LearnJCU Assessment button in your <b>Subject site ED1439</b></p> <p>Actively engage in group learning experiences</p>	<p>Initial that Preservice Teacher has gathered information for the Situational Analysis – <a href="#">Professional Experience Statement of Completion Report</a></p> <p>Model teacher engagement and promotion of learning for children to support their sense of Identity</p> <p>Guide reflective practice dialogue using PST’s completed Teacher Observation template (B) <b>(Outcome 1)</b></p> <p>Assist Preservice Teacher in collecting parent/carer permission form</p> <p><b>Professional Dialogue</b> The importance of and how relationships and interactions promote children’s learning</p> <p>Sign ED1439 <a href="#">Professional Experience Attendance Record</a></p>
<p>3<sup>rd</sup> Day</p>	<p>Collect Pedagogical Documentation 1: two different types of narratives. If you wish, you can also take a photo. Focus on Identity <b>(Outcome 1)</b> <b>(Template C)</b></p> <p>Show your SBTE your notes/documentation, but complete the analysis of learning at home</p> <p>Provide the Centre with a copy of your Documentation to support the child’s <i>Centre Portfolio</i></p> <p>Teacher Observation – <b>(Template B)</b> <b>Focus</b> on how SBTE supports a child’s development of Connectedness <b>(Outcome 2)</b></p> <p>Actively engage in group learning experiences</p>	<p>Share an example of types of Narratives used by the centre to document a child’s learning and development</p> <p>Initial that Preservice Teacher has gathered information for Documentation 1 – <a href="#">Completion Report Professional Experience Statement of Completion Report</a></p> <p>Model teacher engagement and promotion of learning for children to support their sense of Connectedness with their world</p> <p>Guide reflective practice dialogue using PST’s completed Teacher Observation template (B) <b>(Outcome 2)</b></p> <p><b>Professional Dialogue</b> Daily planning <b>considerations</b> based upon documentation for Teacher Initiated Experiences and Emerging learning and Teaching opportunities</p> <p>Sign ED1439 <a href="#">Professional Experience Attendance Record</a></p>

<p>4<sup>th</sup> Day</p>	<p>Co-reflect with SBTE on your analysis of learning from Documentation 1— Identity (How can it inform future planning to develop this child's learning?).</p> <p>Collect Pedagogical Documentation 2: at least 1 narrative and some visual representations. Focus on <b>Connectedness (Template C) (Outcome 2)</b></p> <p>Show your SBTE your notes/documentation, but complete the <b>analysis</b> of learning at home</p> <p>Provide the Centre with a copy of your Documentation to support the child's <i>Centre Portfolio</i></p> <p>Teacher Observation – <b>(Template B)</b> <b>Focus</b> how SBTE supports a child's development and sense of Well-being <b>(Outcome 3)</b></p> <p>Actively engage in group learning experiences</p>	<p>Discuss with PST the process using the PST's analysis of evidence to identify the ways to build on the child's strengths</p> <p>Share a fit-for-purpose example of visual representations and how they are annotated to provide details of the learning captured</p> <p>Initial that Preservice Teacher has gathered information for Documentation 2 – <a href="#">Completion Report Professional Experience Statement of Completion Report</a></p> <p>Model teacher engagement and promotion of learning for children to support their sense of wellbeing</p> <p>Guide reflective practice dialogue using PST's completed Teacher Observation template (B) <b>(Outcome 3)</b></p> <p><b>Professional Dialogue</b> The importance of early childhood educators placing children's interests at the centre – frame the discussion in light of the National Framework for Protecting Australia's Children and National Quality Standards. How does the centre work in collaboration with families to explore ways to be healthy and safe?</p> <p>Sign ED1439 <a href="#">Professional Experience Attendance Record</a></p>
<p>5<sup>th</sup> Day</p>	<p>Co-reflect with SBTE your analysis of Documentation 2 Connectedness (<i>How can it inform decision making to moderate where the child is at on their learning continua?</i>)</p> <p>Collect Pedagogical Documentation 3: a checklist - purposely designed to consider the <a href="#">Developmental Milestones</a> regarding a child's sense of <b>Wellbeing</b>. You can also include narratives and visual Representations <b>(Template C) (Outcome 3)</b></p> <p>Show your SBTE your notes/documentation, but complete the <b>analysis</b> of learning at home</p> <p>Provide the Centre with a copy of your Documentation to support the child's <i>Centre Portfolio</i></p> <p>Teacher Observation – <b>(Template B)</b></p>	<p>Discuss with PST the process using the PST's analysis of evidence to identify the next steps for learning</p> <p>Share a fit-for-purpose example of a checklist to capture a child's developmental growth</p> <p>Initial that Preservice Teacher has gathered information for Documentation 3 – <a href="#">Completion Report Professional Experience Statement of Completion Report</a></p> <p>Model teacher engagement and promotion of learning for children to develop the dispositions for Active Learning</p> <p>Guide reflective practice dialogue using PST's completed Teacher Observation template (B) <b>(Outcome 4)</b></p>

	<p><b>Focus</b> on how SBTE engages children to build and foster the dispositions for lifelong Active Learning (<a href="#">Outcome 4</a>)</p> <p>Actively engage in group learning experiences</p>	<p><b>Professional Dialogue</b> The impact of play-based learning approaches to build children’s engagement in learning.</p> <p>Sign ED1439 <a href="#">Professional Experience Attendance Record</a></p>
6 <sup>th</sup> Day	<p>Co-reflect with SBTE on your analysis of Documentation 3 Wellbeing (How can it inform decision-making to moderate where the child is at on their learning continuum?).</p> <p>Collect Pedagogical Documentation 4: samples of Active Learning with a chosen learning and development area. You can also include narratives, visual representations and checklists (<b>Template C</b>) (<a href="#">Outcome 4</a>)</p> <p>Provide the Centre with a copy of your Documentation to support the child’s <i>Centre Portfolio</i></p> <p>Teacher Observation – (<b>Template B</b>) <b>Focus</b> how SBTE supports children to develop the learning and development area of Communicating (<a href="#">Outcome 5</a>)</p>	<p>Discuss with PST the process using the PST’s analysis of evidence to identify if and what external partnerships may need to be fostered/sourced to support a child with delayed development.</p> <p>Share a fit-for-purpose example of annotated documentation to capture a child’s Active Learning</p> <p>Initial that Preservice Teacher has gathered information for Documentation 4 – <a href="#">Completion Report Professional Experience Statement of Completion Report</a></p> <p>Model teacher engagement and promotion of learning for children to be effective communicators</p> <p>Guide reflective practice dialogue using PST’s completed Teacher Observation template (B) (<a href="#">Outcome 5</a>)</p> <p><b>Professional Dialogue</b> How do families have a voice in the pedagogical documentation and assessment of children’s learning? How is the documentation made accessible to children and families so that it encourages questions and dialogue? How do you ensure children are active contributors to documentation and assessment?</p> <p>Sign ED1439 <a href="#">Professional Experience Attendance Record</a></p>
7 <sup>th</sup> Day	<p>Co-reflect with SBTE your analysis of Documentation 4 Active Learning (<i>How can it inform decision making to engage children in learning</i>)</p> <p>Collect Pedagogical Documentation 5: Communicating - a transcript of retelling a text and, if possible, a <b>child’s reflection</b> on their own learning (<b>Template C</b>) (<a href="#">Outcome 5</a>)</p>	<p><b>Discuss</b> with PST the process using the PST’s analysis of evidence to discuss approaches (<b>Quality Area 1</b>) to planning a Teacher- initiated Experience based upon <b>Documentation 4</b> and relevant to the setting</p> <p>Share a fit for purpose examples of annotated documentation to capture how a child is developing as an effective communicator</p>

	<p>Show your SBTE your notes/documentation, but complete the <b>analysis</b> of learning at home</p> <p>Provide the Centre with a copy of your Documentation to support the child's <i>Centre Portfolio</i></p> <p>Actively engage in group learning experiences</p>	<p>Initial that Preservice Teacher has gathered information for Documentation 5 – <a href="#">Completion Report Professional Experience Statement of Completion Report</a></p> <p><b>Professional Dialogue</b> To what extent are your assessment methods consistent with your beliefs about children and their learning processes? How do you manage the demands of pedagogical documentation? Considering the different stakeholders, how do you use the documentation to write Transition Statements?</p> <p>Sign ED1439 <a href="#">Professional Experience Attendance Record</a></p>
8 <sup>th</sup> Day	<p>Co-reflect with SBTE your analysis of Documentation 5 Communicating (<i>How can it inform decision making</i>)</p> <p>Gather and record evidence to complete a transition statement. (<b>Template D- Draft Transition</b>)</p>	<p>Discuss with PST the process using the PST's analysis of evidence to explore how and why the SBTE's suggested teacher-initiated experience would further the child's learning <a href="#">Quality Area 1, Standard 1.3</a></p> <p><b>Professional Dialogue</b> How do you utilise the documentation to write Transition Statements? How do Transition Statements support the continuity of learning and transitions – from group to group or kindergarten to school?</p> <p>Sign ED1439 <a href="#">Professional Experience Attendance Record</a></p>
9 <sup>th</sup> Day	<p><b>Co-plan</b> with SBTE a learning experience based on the analysis of <b>Document 5</b> to promote future learning and development in the area of Communicating</p> <p>Gather and record further evidence <b>if needed</b> to complete a transition statement. (<b>Template D- Draft</b>)</p> <p>Actively engage in group learning experiences</p>	<p><b>Guided</b> planning discussion with PST to <b>co-plan</b> an experience for a small group of children based on <b>Documentation 5</b> – Communication</p> <p>Share an example of a Transition Statement (if possible) and the analysis and supportive suggestions for continuity of learning and strategies for a successful transition to next phase of learning.</p> <p>Sign ED1439 <a href="#">Professional Experience Attendance Record</a></p>
10 <sup>th</sup> Day	<p><b>Implement</b> the co-planned learning experience</p> <p><b>Co-reflect</b> with SBTE with attention to how the experience helped you gain a better perspective of individual children's abilities and strengths</p> <p>Actively engage in group learning experiences</p>	<p>Co-reflect and provide feedback to PST</p> <p>Sign ED1439 <a href="#">Professional Experience Attendance Record</a></p>

## ED1439 Professional Experience Statement of Completion Report

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	Name	Signature	Date
<b>Preservice Teacher</b>			
<b>Student ID</b>			
<b>SBTE</b>			
<b>QCT Current Registration</b>		<b>Centre</b>	
Task			Initial
Obtained Parent/carer permission to conduct documentation of focus child's learning and development			
Gathered information for Situational Analysis task			
Gathered information for Documentation <b>1</b> - Sense of Identity (Narrative)			
Gathered information for Documentation <b>2</b> – Connectedness (Different type of Narrative)			
Gathered information for Documentation <b>3</b> – Wellbeing (Checklist)			
Gathered information for Documentation <b>4</b> – Active Learning (Samples)			
Gathered information for Documentation <b>5</b> – Communicating (Language Transcript)			
Co-planned a learning experience based on Documentation 5			
Enacted the planned experience			
Completed 10 days of Professional Experience over 5 weeks during the semester – min 5 hrs per day			
Participated in all room activities. This can include implementing learning experiences co-planned with Site Based Teacher Educator, based on documenting a focus child's learning and development.			
<i>Overall comments to support PST develop the professional practices of observing and documenting children's learning and how they interpreted their collected information.</i>			

## ED1439 Professional Experience Attendance Record

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		Name			Signature	
<b>Preservice Teacher</b>						
<b>SBTE</b>						
<b>QCT Current Registration</b>					<b>JCU Partnership Centre</b>	
Day	Date Attended	Start Time	Finish Time	Length of Educational Program contact time attended (Min – 5 hours per day)	SBTE Signature	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						



## Placement Appendices

All digital PDF and Word Format Appendices are in the Professional Community Site—Resources—1st Phase placement 2024—Templates Folder. Please download the required templates in preparation for placement. All templates scaffold and support targeted observations, guide intentional learning outcomes, and lead the PST in critical reflection to develop their practices as educators.

### **ED1421**

Learner Profile -Literacy

Routines and Expectations

Literacy Teaching Practices Template

Classroom communication Template

Halliday's Function of Language Poster

Specialisation Literacy Demands Observation Template

Feedback Observation Template

Reflection Template

### **ED1492**

Learner Profile – Numeracy

Routines and Expectations Template

Engaging off-task Learners Observation Template

Lesson Plan Observation Template

Lesson Plan Structure Observation Template

Numeracy Teaching Practices Template

Specialisation Numeracy Demands Template

### **ED1439**

Form 1 – Introduction to Professional Experience Form

Form 2 - Permission to Observe and Photograph

Situational Analysis - Template A

Teacher Observation - Template B

Children's Learning and Development Pedagogical Documentation Template - C

Draft Transition Statement Template - D

