

Bachelor of Education (Early Childhood Education)

3rd Phase Professional Experience Handbook 2026



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AUSTRALIA



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Section 1

Placement Information

A full overview of Placement details and requirements

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

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

Level 3 Placement Structure and Goals

LEVEL 3 STRUCTURE PROFESSIONAL EXPERIENCE

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

PLACEMENTS

ED3590

1

Birth - 2 years
10 days

school
5 days
ED3442

2

ED3097

3

school
15 days

ED3590

Apply play-based & intentional pedagogy within the curriculum decision-making cycle to enhance the learning and development of infants and toddlers

Apply a critical understanding of the National Quality Framework to support the continuous quality improvement in the sector



ED3442

Observe student learning & engagement, differentiated pedagogical practices & contribute to student learning, directed by SBTE

Guide PST to design inclusive learning environments that support diverse learning needs and strengths of students

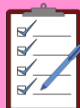


ED3097

Use quantitative and qualitative sources of data and evidence to inform planning for improved learning

PST design a front-end assessment task to guide their planning, as a means to appraise the impact of their practice

Further, develop abilities towards independent practice



LEVEL 3

PLACEMENT GOALS

This infographic explains the overarching goals for the level 3 Professional Experience

GOAL 1

Apply their understanding of, and skills in using a complex range of data and evidence to inform their planning, teaching and assessment strategies



GOAL 2

Develop their abilities to use the range of data and evidence to plan, teach and assess a sequence of lessons and appraise the impact of their practice



GOAL 3

Develop their ability to design inclusive learning environments that support students with diverse needs



GOAL 4

Synthesise and integrate advanced curriculum knowledge to plan for differentiated learning



Program Overview

This overview will support the SBTE’s understanding of the PST’s developmental study journey. Assessment decisions should be based on the practicum’s placement within the program. The Preservice Teacher demonstrates engagement with the Graduate Standards as they progress, developing evidence of knowledge, skills, and practice. Preservice teachers are becoming more independent in synthesising and integrating advanced curriculum knowledge for differentiated learning.

Teaching cycles are informed by evidence and reflection on learners and their learning. They examine the impact of their pedagogical decisions on student learning.

Placements are scheduled at multiple points in the school year to provide Preservice Teachers with a comprehensive view of the teaching cycle: **Planning phases** at the start of a term or semester, **Active teaching periods** during core instructional weeks, and **Assessment and reporting/transition periods** toward the end of a term. This structure ensures PST experience the breadth of school operations and develop a holistic understanding of classroom practice.

Blocks 1 - 6

Level 1 Subjects

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

Level 2 Subjects

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


Level 3 Subjects

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

Level 4 Subjects

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

Professional Experience Contacts

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

Missed Placement Critical Notice

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

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

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

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

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

- does not **interfere** with the **integrity of the intended learning** within the placement, as *any adjustments made must not compromise the integrity of assessment requirements and processes, including the course* [Inherent Requirements](#);
- does not **overlap** with coursework timetabled lectures, workshops and subject assessments;
- the **consecutive** day requirement is still met;
- the host site has the **capacity** to continue with the placement (this can **ONLY** be confirmed by the Placement Team).

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

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

Placement in the Early Childhood Centre

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

Placement Dates & Requirement Breakdown

<p>ED3442 – Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities Term 2: 1st June – 5th June (5-day consecutive block) School Setting</p>	
<ul style="list-style-type: none"> • Before Placement Commencement Date: Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction • Observational placement focusing on the field of inclusive education. PST explores how a range of educational environments support students whose learning needs are impacted by disability/ diversity/ trauma and/or illness. • Emphasis is placed on observing how the assigned class plans for and responds to the diverse learning needs within the class • Targeted observation & participation in a designated class (with a student/s with specific learning needs) and to be immersed in the school’s inclusion practices • PST observes and develops a Student Case Study with a child with a specific learning need <p style="text-align: center;">Primary Specialisation subjects – English/Literacy, Mathematics/Numeracy, Health & Physical Education, Science</p>	
Reporting	
When	- Within 5 days of Placement completion to support student subject progression
What	- Non-assessed professional Experience Formative Report to prepare PST for the next phase of Placement - PST must compile the Professional Experience Evidence-Based Portfolio, including Case Study and Reflective Practice Journal
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team
<p>ED3097 – Reflective Teaching Cycles and Positive Learning Environments Term 3: 13th July – 31st July (15-day consecutive block) May return to ED3442 Term 1 School if it was a mainstream school</p>	
<p>Full-Time Load is equivalent to the load allocated to a beginning Graduate Teacher in your context, including non-contact</p> <ul style="list-style-type: none"> • Week 1-3: Targeted observation & collection of artefacts required for assessment items • Week 1: Co-plan and Team Teaching Model of choice to co-teach a minimum of 5 lessons • SBTE provides a Gradual Release of Responsibility for PST to take over the Lead Teacher role, enabling more independent planning and choice of Team Teaching Model • Week 2 & 3: Independently plan and Team Teaching Model of choice to teach a full load across all curriculum areas 	
Reporting	
When	- Within 5 days of Placement completion to support student subject progression
What	- Professional Experience Report: PST must have a minimum of 'Developing Adequately' against EACH descriptor at the Engagement Level to pass the Placement - PST must compile the Professional Experience Evidence-Based Portfolio - SBTE uses the Portfolio along with observation of practice and professional dialogue to inform their judgement of PST, demonstrating they are Developing Towards Graduate Level
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team
<p>ED3590 – Early Childhood Education and Care 2 Term: 4: 9th November – 11th December (10-day staggered) Birth – 2 ECE Setting Days are negotiated between PST and SBTE, avoiding clashes with coursework lectures and suitability to SBTE's program schedule</p>	
<ul style="list-style-type: none"> • Before Placement Commencement Date: Induction – Arrange with the Early Childhood Centre the most appropriate time and mode of delivery for a Centre Induction • 2 days per week for 5 weeks to align with weekly coursework (Negotiate 2 days for each week) • Engage for a minimum of 5 hours of Educational program and practice contact time per day (Quality Area 1) <p>Additional preparation time and reflection time – maximum 6 hours per day</p>	
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	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team

Roles and Responsibilities

Mandatory Induction

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

Expectations

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

Engagement

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

Assessment & Reporting

- **SBTE** provides evidence-based feedback (verbal & written) to **PST** to support their development
- **SBTE** uses Portfolio as evidence to support the evaluation of **PST's** performance
- One Professional Experience Placement Report per Placement block
- Professional Experience Formative Report ED3442
- Professional Experience Report ED3097: Minimum of Developing in **EACH** descriptor at Engagement Level
- Statement of Completion & Attendance Record ED3590
- **SC** submits signed Professional Experience Reports & Records to Student Placement Team - cc Preservice Teacher
- Report is due **within 5 days** of Placement completion for the **PST's** course progression

Placement Checklist

A Quick “Go To Guide”

Pre-Placement Check

Pre-Service Teacher	Site Coordinator	Site-Based Teacher Educator
<p>Review the following documents</p> <p>QCT Code of Ethics Professional Boundaries</p> <p>ACECQA National Quality Standards ACE Code of Ethics</p> <p>JCU Student Code of Conduct</p> <p>Have full knowledge of</p> <ul style="list-style-type: none"> • Professional Experience -Student General Handbook • Induction Document • Professional Experience Handbook • Placement Learning Goals • Detailed Weekly Learning Tasks • Portfolio Requirements • Assessment & Reporting Requirements 	<p>Direct colleagues to the provided JCU Professional Experience Resource Portfolio - Induction Documents Guide, Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources</p>	
<p>Attend all Placement Workshops to meet the Subject’s Special Assessment Requirement</p> <p>Check that your Blue Card is current Access the LearnJCU EDU_PROFEX Community Site Third Year Folder for supporting documents and templates</p> <p>Ensure you have a JCU Professional email signature</p> <p>Contact the Site Coordinator upon placement confirmation</p> <p>Arrange a time to meet, in person or via Zoom/Teams, to discuss your upcoming placement</p> <p>Attend school mandatory induction – as per the JCU Induction document</p>	<p>Induct PST</p> <ul style="list-style-type: none"> • Workplace Health and Safety • School policies and procedures • School expectations • School/Community orientation <p>Orient PST to the school/centre ethos, professional conduct expectations (reaffirming Professional Boundaries), pedagogical framework, behaviour management policies and school procedures</p> <p>Record PST's emergency contact details and sight their Blue Card</p> <p>Advise PST</p> <ul style="list-style-type: none"> • how they should contact you for support • when you might check in on them <p>Advise SBTE</p> <ul style="list-style-type: none"> • how you might support them in the moderation/ assessment and reporting 	<p>Meet with PST</p> <p>Discuss the Placement structure</p> <p>Clarify assessment requirements and criteria for the Placements</p> <p>Discuss with PST the Key Elements (infographics) of the Professional Experience Placement Handbook</p> <ul style="list-style-type: none"> • Level 3 Placement Goals & Structure p.4 • Roles & Responsibilities p.9 • Assessment p.18 • Level 3 Placement Criteria p.19 • Evidence-Based Portfolio p.20 • Placement Details • ED3442 pp.24-32 • ED3097 pp.34-46 • ED3590 pp.48 -54

During Placement Check

Access the JCU Weekly Optional Drop-In Sessions (3-week Placement)

Discuss & Collect artefacts, as required for subject Assessments

Follow the detailed weekly placement tasks

Engage in professional dialogue and reflective practice discussions

Develop an Evidence-Based Portfolio

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

Check in with SBTE regarding the progress of PST

Initiate early the At-Risk Procedure if PST is at risk of not meeting requirements [p.15](#) and [p.16](#)

The form is located in the JCU Resource Portfolio

Clarify your expectations with your PST:

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

Provide PST with the following

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

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

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

Concluding Placement

Ensure you have the [Cover Sheet Declaration](#) for data collected about learners signed (ED3097) – LearnJCU Community Site – 3rd Year Folder

Ensure you have submitted the Parental Consent Form (ED3590) to the Subject Site

Ensure all resources and teaching materials are returned

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

Retain a copy of your signed Professional Experience Report

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

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

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

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

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

Section 2

Placement Support

Procedures to assist both PST and SBTE during placement

JCU Resource Portfolio

SBTEs who accept the role of supervising a PST have easy, fast, and independent access to all resources and information required to prepare to host a student in their classroom. The link to our [Professional Experience Resource Portfolio](#) is included in every placement confirmation email for the SC to disseminate.

Drop-In Sessions

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

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

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

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

If confirmed as hosting a 3rd Year Preservice Teacher

For any Placement scheduled in Term 1

Please click the Link  to access the JCU session.

Optional Support

Drop-In prior commencement of the Placement

Any Time between 3.30 pm – 4.30 pm

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

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

For any Placement scheduled in Terms 3

Please click the Link  to access the JCU session.

Optional Support

Drop-In prior commencement of the Placement

Any Time between 3.30 pm – 4.30 pm

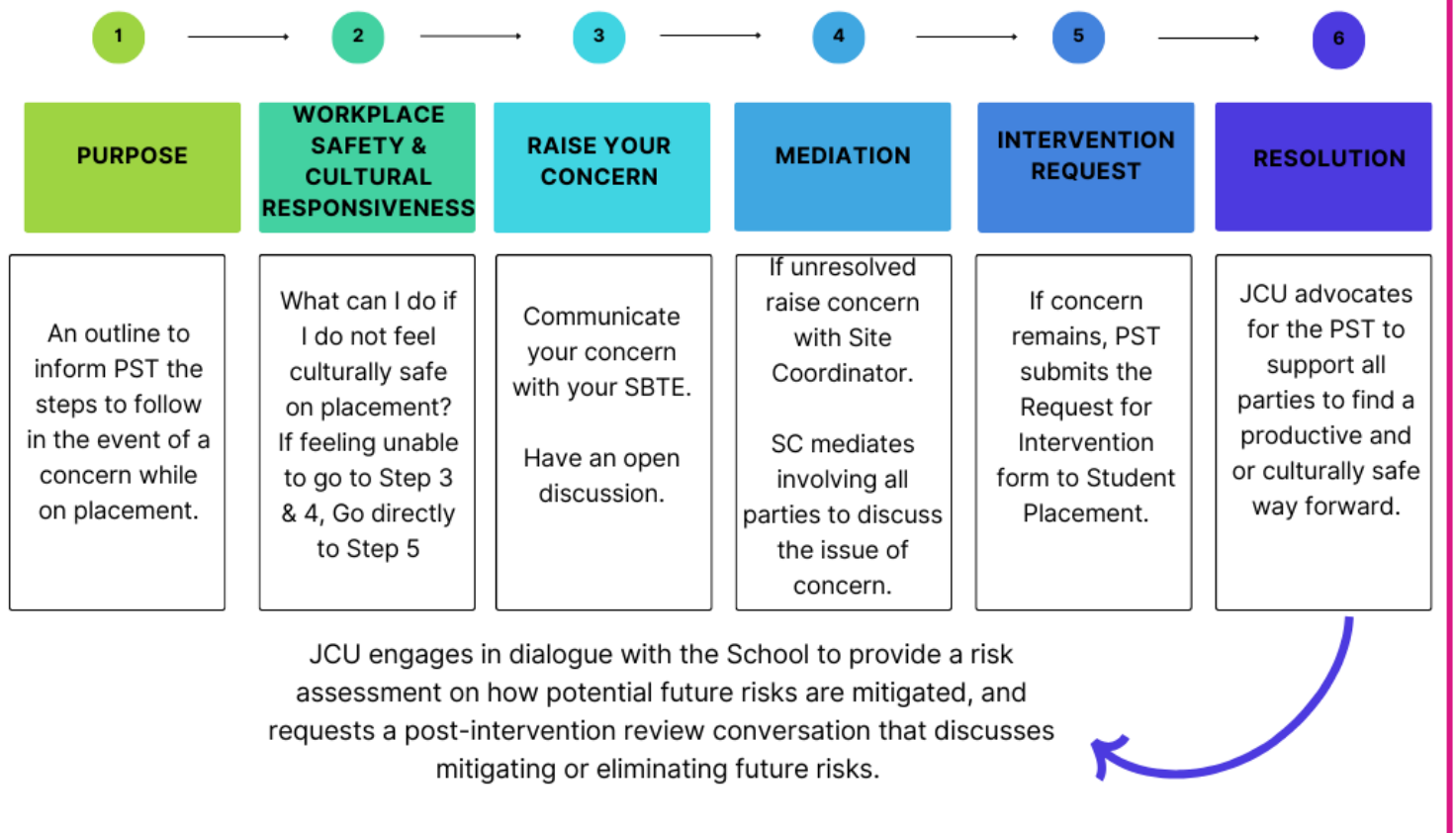
[Wednesday 6th May !\[\]\(e7333b044f927d371647bc5699c46b55_img.jpg\)](#)

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

Preservice Teacher Request for Intervention

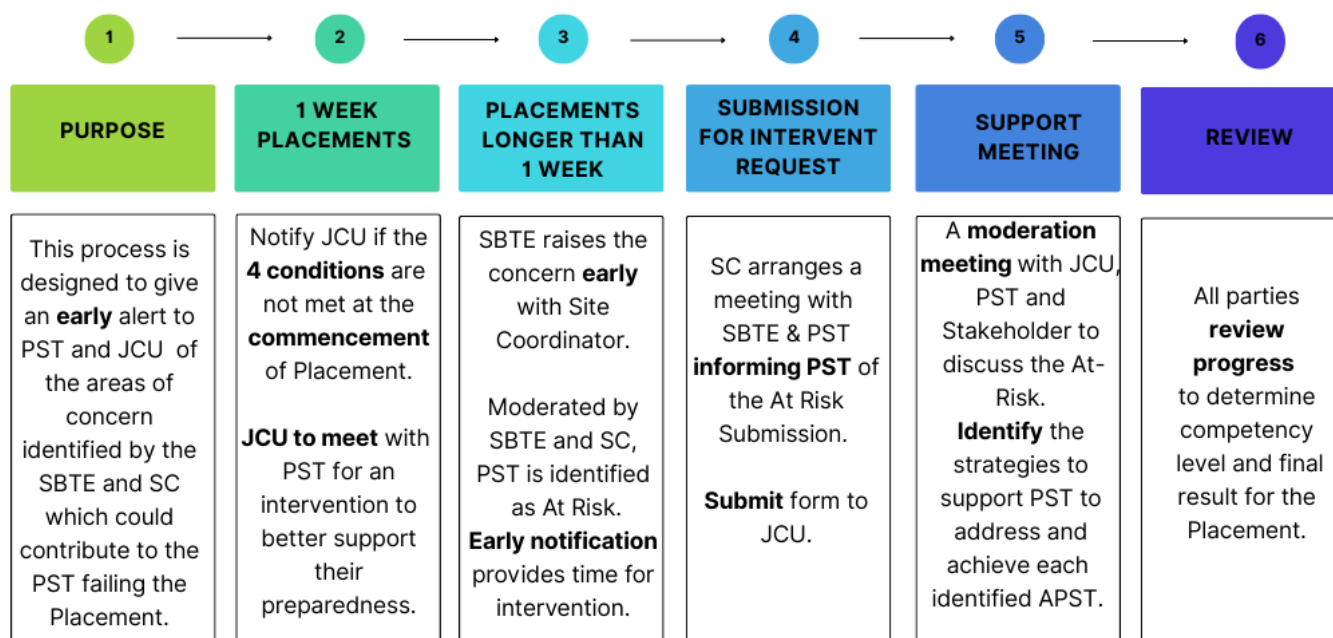
The "Intervention Notification" is designed solely for PST use to trigger a response from the Student Placements Team to the PST submitting the notification. **The form is available on the LearnJCU Professional Experience Community Site.**

Guidelines for the Preservice Teacher to Request Intervention



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

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



Placement Conditions

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

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

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

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

On receipt of the At-Risk Notification Report

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

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

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

When to Submit an At-Risk Notification Report

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

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

3 Week Placement

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

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

Section 3

Assessment Details

An overview of all assessment requirements

ASSESSMENT MODERATION

Observation of daily engagement and professional attributes

Discussion of practice and professional learning

Discussion of Professional Experience Portfolio

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

Submit Report to Student Placement Team

QCT Evidence Guide for SBTEs for ('Engagement' level)

ED3590 - 10 DAYS

Assessed using Professional Experience Statement of Completion Report & Attendance Record

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

Discuss PST's practice & provide feedback

ED3442 - 5 DAYS


Professional Experience Formative Report

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

Provide constructive feedback for PST to continue their development of APSTs

Discuss Report, including PST's Portfolio

ED3097 - 15 DAYS

Assessed using Professional Experience Report 

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

Provide constructive feedback for PST to continue their development of APSTs

Discuss Professional Experience Report, including PST's Portfolio

Assessing Level 3 Professional Experience

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

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

Success Indicators 3 rd Year	Success Indicators 4th Year
Engagement	Achievement
<p>Preservice teachers focus on using a range of data to inform and appraise their practice. By the end of the third year, preservice teachers demonstrate a stronger reflective thinking by analysing why specific outcomes occurred and articulating the informed reasoning behind these observations. Furthermore, they propose thoughtful, evidence-based strategies for improvement, drawing on their own reflective insights to inform future actions.</p>	<p>Final Placement – Graduate Level</p>
<p>Successful demonstration of engagement developing toward Graduate Standard – the Preservice Teacher:</p> <ul style="list-style-type: none"> • with minimal advice and support, is able to link/design/source ... • is predominately able to ... • is aware of, understands and attempts to apply ... • requires occasional prompts to seek and reflect ... • has strong capacity ... • is prepared to with guidance ... • often initiates ... 	<p>Successful demonstration of achievement of a Graduate Standard – the Preservice Teacher:</p> <ul style="list-style-type: none"> • is independently able to link/design/ source ... • is consistently able to ... • is fully aware of, applies ... • actively seeks ... • participates fully ... • is prepared to independently ... • frequently initiates ...

Assessment Ratings:

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

Evidence-Based Portfolio Assessment Requirement

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


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

EVIDENCE-BASED PORTFOLIO


This infographic outlines the requirements & purpose of the Portfolio.

The curated artefacts to guide reflection and demonstrate evidence of PST's development.


PURPOSE

PST compiles a portfolio and uses the artefacts as evidence of the impact on student learning. They initiate regular reflective discussions with SBTE to discuss the artefacts 

DEVELOPMENT


Using the sources of evidence of practice to demonstrate the assessed APST 	Discuss the pedagogical dilemmas & decisions using the artefacts
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STRUCTURE

 Each 'evidence collection' has an Annotation Cover Sheet.

The selected annotated artefacts should demonstrate a range of relevant Standard descriptors, indicating the intended and evidence of impact on students' learning.

REQUIREMENT

 Begin collating & annotated evidence for the Portfolio day 1 - it is a working document

It records the 'invisible' work of teaching

Take the Portfolio each day to Placement

Submission of Reports

Located

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

Who Submits

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

Report Details

- Support PST's ongoing progress by providing feedback on understanding and practice, with attention to the development of the Australian Professional Standards and Professional Attributes
- This document will be used by the Preservice Teacher for critical reflection to plan their next steps of development
- All required fields are completed
- Ensure all parties have signed the completed report

Where to Submit

- Digital Report 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

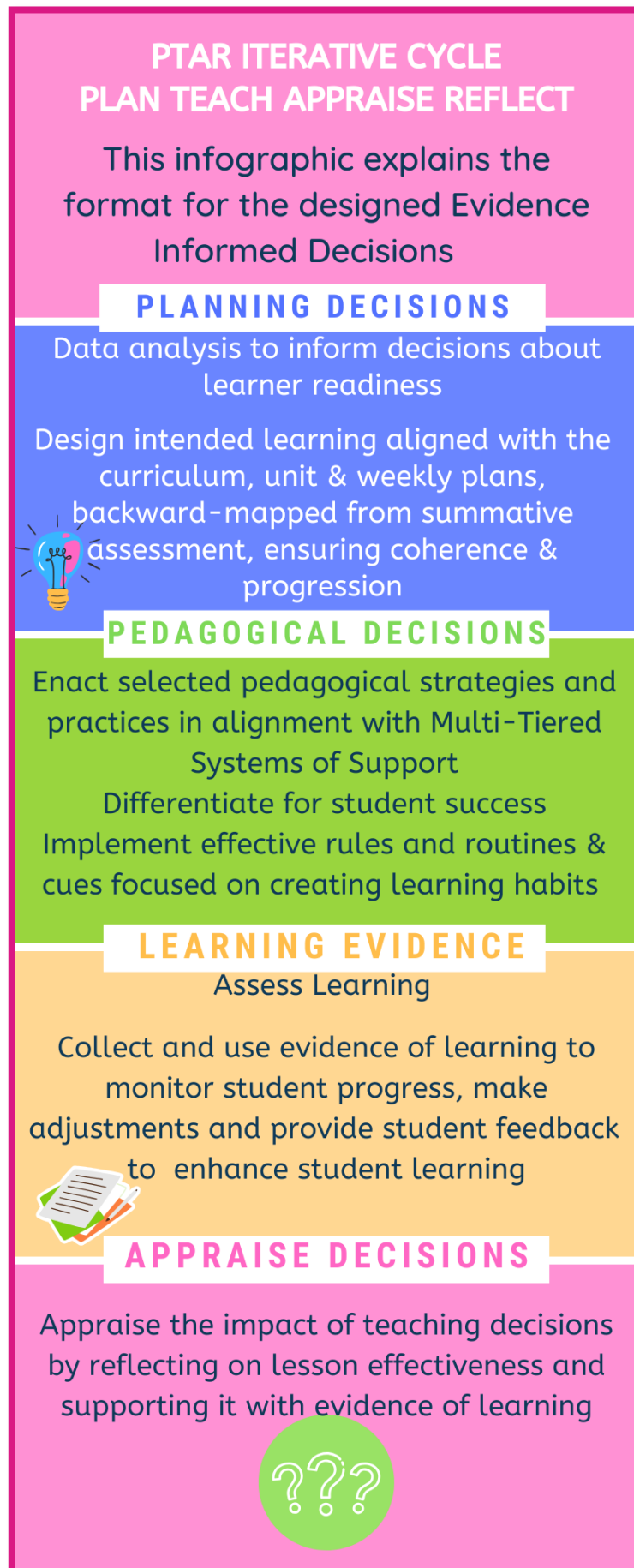
Section 4

Individual Placement Details

What is required for each day or week of the designated Placements

Level 3 Planning and Teaching Focus

Preservice teachers synthesise and integrate advanced curricular knowledge to support differentiated learning. Preservice teachers engage in an iterative teaching cycle informed by evidence and reflect upon learners and their learning. They appraise the impact of selected pedagogical decisions, drawing on evidence of learning to inform ongoing planning.



1st Level 3 Placement
ED3442 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED3442

This infographic explains the overarching goals for the ED3442 Placement

GOAL 1

Understanding of the collective team and an inclusive approach to support students, both with language and practice



GOAL 2

Become familiar with school policy and legislative requirements that mandate inclusive pedagogy



GOAL 3

Focus on the inclusive pedagogy that supports and engages students with special needs



GOAL 4

Reflect on adjustments, student learning outcomes and possible modifications



DAY 1

Expectations dialogue and Placement Goals

Discuss promotion and contribution to the principles of Inclusion

Commence Case Study



DAY 2

Focus - Team Planning for Engagement

Record Observations Planning considerations and adjustments to support students



Continue Case Study each day

DAY 3

Focus - Differentiated Teaching and Learning



Record Observations

How the students' need impacts their engagement and the highly effective responsive teaching practices

DAY 4

Focus - Differentiated Teaching and Learning

Observations Inclusive language and support for the social and emotional needs



Observations of practices that create a predictable and safe environment to reduce challenging behaviours

DAY 5

Focus - Assessing Learning Goals

Observations how teachers monitor the impact of the adjustments



Discuss Reflective Journal

ED3442 OVERVIEW

ED3442 Learning Tasks in Detail

Day	This placement focuses on inclusive education. Pre-service teachers will explore how a range of educational environments support students whose learning needs are impacted by disability/diversity/trauma and/or illness. Emphasis is placed on observing how the host site plans for and responds to diverse learning needs in the classroom. By immersing themselves in the school's inclusion practices, they will gain a toolkit of knowledge and evidence-based strategies to meet the specific learning needs of students across the full range of abilities, including those with disabilities.			
	What are the Planning Considerations	Differentiation	Assessment of Holistic Growth	Reflection
1 Inclusive Culture	<p>Engage in a professional expectations dialogue with SBTE and discuss both ED3442 Placement Goals & your personal goals</p> <p>Discuss with SBTE your Philosophy of inclusive and adaptive teaching, meeting the challenge of diversity in the classroom</p> <p>Commence a deidentified Case Study for 1 student with a disability Case Study Template</p> <p>Discuss the student/s who have special needs as defined by the Disability Discrimination Act 1992 & Disability Standards for Education 2005 (Revised 2015) APST 1.6</p> <p>Discuss the levels of diversity within the class and the functional impact on planning for learning</p> <p>Discuss the processes, regularity and documentation of planning and reporting (including the Inclusion Team's & Parents/carers' involvement) and adjustment considerations for your case study student APST 5.5 APST 7.3</p>	<p>Observe ways the teacher differentiates for students Differentiation Template APST 1.5</p> <p>Observe how the strategies and adjustments employed by the teacher support the achievement of the learning goals APST 3.1</p> <p>Observe what consistent and persistent reinforcement strategies are used for the Case Study student's goals can be realised</p> <p>Provide incidental support to student learning (individual and small groups)</p>	<p>Targeted observation of PBL Tier 1 universal supports and predictable strategies for class routines and procedures that support a learning environment for all students, with particular attention regarding the focus student or students with a disability Reflective Practice Template</p> <p>Observe & record strategies that support inclusive participation, engagement, well-being, and safety APST 4.4</p> <p>Include class/student behaviour plans with their ambitious and achievable learning goals (EAP), (IEPs), (ISP) (NEPs) to support an understanding for the application of UDL and DI (Tomlinson) APST 1.5 Assessment Item 3</p>	<p>Reflect on your observation notes on how the supports and strategies created a predictable and safe environment for students by reducing variance in the classroom environment</p> <p>Co-reflect with SBTE or Inclusion Team members</p> <ul style="list-style-type: none"> • school discipline and welfare policies • school behaviour management inclusion/inclusive education policies in relation to class routines/positive classroom behaviour management plans • discuss the principles underpinning the observed approaches <p>Co-reflect with SBTE about your observations of inclusive participation, engagement, well-being and safety</p> <p>Commence Reflective Practice Journal - Assessment 3</p>

	<p>Discuss the collaborative process that was undertaken to plan for students' ambitious and achievable learning goals</p> <p>Discuss behaviour management strategies and the difference between challenging behaviours and strategies to support inclusive student participation and engagement in classroom learning tasks for all students APST 4.3</p> <p>Recognise ways or opportunities in which the school/teacher/support staff/ classmates promote and contribute to the principles of inclusion Inclusion Template</p>	<p>Take the initiative to know learners and build positive relationships to contribute to their learning and engagement <i>Research evidence shows the positive impact of building positive relationships on classroom behaviour and student outcomes</i></p>	<p>Begin developing ethically & confidentially, 1 student (Case Study) with current performances representative of 'below' 'at' 'above' year level benchmark standard Assessment Item 3</p>	
<p>Each day, PST completes their Reflective Practice Journal & engages in professional dialogue with SBTE using suggested discussion points</p> <p>Equity, inclusion, inclusive education strategies & practices and what school-based policies support inclusive education, including how parents/carers are involved in the educative process</p> <p>What's School's approach for catering for students with diverse backgrounds and needs, noting how the Personal and Social Capabilities from the Australian curriculum are incorporated in particular high potential, gifted and highly gifted students and how the school identifies and supports those students who may experience additional challenges in achieving their potential e.g., First Nations students, students from low socio-economic backgrounds, students from diverse cultural and linguistic backgrounds and students at risk Assessment Item 2</p>				

Some Suggestions for Student Case Study: ADHD, Autism (ASD) – neurodevelopmental disorders, Hearing impairment, Intellectual disability (limitations in intellectual and functioning and adaptive behaviour, Learning disability or difficulty (dyslexia, dyspraxia, dysgraphia, dyscalculia), Physical impairment, Social emotional and mental health needs, Speech and Language impairment (speech disorders, language delay, language disorders, Vision impairment

Day	What are the Planning Considerations	Differentiation	Assessment of Holistic Growth	Reflection					
<p style="text-align: center;">2</p> <p style="text-align: center;">Planning for Engagement</p>	<p>Discuss how SBTE implements the CASE planning model from the Australian Curriculum and QCAA - Content Abilities Standards Evaluation</p> <p>Discuss planning considerations and teaching strategy choices, particularly literacy & numeracy demands and student interests to support learners' <i>'readiness,'</i> needs and strengths, noting what strategies are highly effective</p> <p>Discuss planning adjustments that support the needs of the student with a disability APST 1.5</p> <p>Discuss planning and resourcing (financial and human) considerations, including ICT, that engage students in their learning, particularly students with a disability</p> <p>Begin recording/gathering a bank of diversity and inclusion resources to support students with a disability</p> <p>If applicable, engage in conversation with other school professionals – Inclusion Team or Specialist staff responsible for supporting classroom teachers to include and engage students with diverse learning needs APST 1.2 Discussion Template</p>	<p>Model inclusive pedagogical teaching strategies appropriate for English/literacy and Maths/numeracy to support learners' needs and strengths APST 2.5</p> <p>Observe the inclusion supports and adjustments provided for the focus student throughout the lesson Case Study Template</p> <p>Observe the types of modifications that are made to the learning environment to support the success of the student/s with disability APST 7.2</p> <p>Take the initiative to provide scaffolded support for student literacy/numeracy learning (individual/small groups)</p>	<p>Continue ethically & confidentially gathering student learning plans - data on student learning and achievement data & evidence collected for NCCD and phases APST 1.6 & 7.2</p> <p>Discuss the varied staff's shared responsibilities to record differentiated teaching and adjustments for identified groups and individuals with diverse learning needs Assessment Task 3 (SBTE or Inclusion Team)</p> <p>Targeted observation of PBL Tier 2 supports and strategies of focused interventions</p> <p>Continue ethically & confidentially collating the learner profile</p> <p>Seek information from appropriate personnel or specialists regarding the focus student's disability to better understand the disability /diversity/disorder impacts upon learning APST 6.2</p>	<p>Co-reflect upon your observations of how the inclusive practices supported engagement for the vast majority of students and met the diverse learning needs of students, including those with a disability, those with additional needs or from disadvantaged backgrounds</p> <p>Discuss how the in-the-moment adjustments are recorded</p> <p>Reflect upon student engagement for diverse learning needs of students, including those with a disability</p> <p style="text-align: right;">Continue Reflective Practice Journal Assessment Task 3</p>					
<p>Each day, PST completes their Reflective Practice Journal & engages in professional dialogue with SBTE using suggested discussion points</p>					<p>Discuss and/or collaborate with Specialists and/or SBTE to discuss authoritative resources to have knowledge of professional learning opportunities to gain further insight into your Case Study student's needs APST 7.4</p>				
<p>Discuss and/or collaborate with Specialists and/or SBTE to discuss authoritative resources to have knowledge of professional learning opportunities to gain further insight into your Case Study student's needs APST 7.4</p>									

Day	Planning Considerations	Differentiation	Assessment of Holistic Growth	Reflection
<p style="text-align: center;">3 & 4</p> <p style="text-align: center;">Differentiated teaching and learning</p>	<p>Complete the lesson/s observations Lesson Observation Template Assessment Task 3</p> <p>Discuss how the Social and Emotional needs of the focus student are considered when planning for engagement APST 4.4</p> <p>How do the social and emotional needs of the focus student present themselves in behaviour? How does this need impact engagement?</p>	<p>SBTE model differentiated teaching strategies based on student diversity APST 1.5</p> <p>PST observe how SBTE implements the strategies that are responsive to the focus student strengths and needs how they support their engagement in learning Lesson Observation Template</p> <p>Observe the range of resources, including ICT, that engage students in learning APST 3.4</p> <p>Observe how the SBTE/support person supports engagement by incorporating multimodal instruction: Combines verbal, visual, written, and social cues—such as speaking aloud, writing instructions, using visuals, gestures, tone shifts, and paraphrasing—to reinforce clarity APST 3.5</p> <p>Observe how the SBTE/support person adapts tone, pace, and volume for students needing more processing time APST 3.5</p> <p>Observe how the SBTE/support person uses non-verbal signals for transitions and attention to aid students with trauma or processing needs APST 3.5</p> <p>Observe how the SBTE/support person utilises student responses in an inclusive manner APST 3.5</p> <p>Take the initiative to support student learning by using inclusive language and varied communication strategies (verbal, visual, written) when giving instructions and feedback to ensure all students can access and engage with learning</p> <p>Observe how SBTE implements prevention and de-escalation strategies to avoid behaviour escalating APST 4.3 Behaviour Template</p> <p>Observe how students who require additional support, extension or enrichment for learning are supported during the in-the-moment situations</p>	<p>Observe and record classroom management strategies to support all learners’ needs and strengths, particularly students with disability/diversity/trauma and/or illness</p> <p>Observe how SBTE assesses for learning during the observed lesson and provide student feedback (particularly with students with a disability) and advice on how to improve their progression towards meeting either summative or formative assessment</p> <p>Continue ethically & confidentially developing the Case Study, e.g., social and emotional well-being, Case Study Template</p>	<p>Co-reflect how the learning needs of the focus student were met</p> <p>Co-reflect upon your observations of the strategies used to assess learning and classroom management strategies to support all learners’ needs and strengths</p> <p>Reflect upon the observed teaching practice and student engagement to support diverse learner literacy and numeracy needs and strengths for students</p> <p>Co-reflect upon your observations of teaching practices and student engagement for the diverse learning needs of students, including those with a disability</p> <p>Co-reflect how the focus student enabled access, engagement and success during the lesson</p> <p>Co-reflect upon the differentiation (including adjustments) that occurred in real-time, according to student need, and that was not previously planned</p> <p>Complete Reflective Practice Journal 4 days of experience to discuss with SBTE day 5</p>

Each day, PST completes their **Reflective Practice Journal & engages in professional dialogue with SBTE using suggested discussion points**

Reporting requirements, including NCCD and the significance of the profession. NCCD reporting requirements and the moderation processes with the school, including disability categories and what constitutes evidence. **APST 1.5**

Day	What are the Planning Considerations	Differentiation	Assessment of Holistic Growth	Reflection
5	<p>Discuss planning considerations to sequence learning experiences to align with the learning goals that provide achievable challenges for students of varying abilities</p> <p>Discuss the decision-making to formulate the learning goals for the focus student and the alignment with the specific social, social and learning needs of the student and the curriculum APST 3.1</p> <p>Discuss planning considerations for the assessment of learning and classroom management strategies to support learners' needs and strengths, particularly students with a disability</p> <p>Explicitly discuss planning decisions for differentiated assessment and how to make judgments, particularly with students with a disability and the adjustment is responsive to the specific need</p> <p>Discuss the development of learning and constructive formative feedback to prepare for the next phase of placement</p>	<p>SBTE models the practice of teaching assessment and classroom management strategies to support all learners' needs and strengths</p> <p>SBTE models the strategies to assess understanding for learning</p> <p>Explicitly model how to differentiate assessment and how to make judgments, particularly for students with a disability</p> <p>Support student learning with a focus on inclusive practices</p>	<p>Observe and record the differentiated assessment provided for learners with a disability</p> <p>Observe and record the strategies to assess for learning and how SBTE makes pedagogical adjustments to the intended plan APST 5.1</p> <p>Record how learning is assessed and feedback provided to your focus student and advice on how to improve their work towards meeting either summative or formative assessment (according to their IEP)</p> <p>Finalise the Case Study to support you in making decisions on how you would adjust and modify planning for your focus student Assessment Task 3</p>	<p>Co-reflect on your observation of teaching practices (what was evidence of learning and evidence of how learning did not meet the planned learning intentions)</p> <p>Co-reflect upon your observations and how/why the SBTE made the judgements for learning</p> <p>Co-reflect upon achieved ED3442 Placement Goals and professional experience using the portfolio with SBTE</p> <p>Revisit your Philosophy of inclusive and adaptive teaching in light of your observations and new learnings</p> <p>Discuss Reflective Practice Journal & Case Study</p>

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

Inclusive language and connotations concerning 'achievement standards' for students with a disability, e.g., standardised curriculum below at above terminology, A-E levels, Working towards/At/Above all/most/some learning intentions
 Assessment of/for/as learning and inclusive practices for assessment
 Assessment for learning and how to use teacher judgments to inform next planning, including the Universal Design for Learning Framework

ED3442 Evidence-Based Portfolio

<p>The Preservice Teacher will discuss with the Site-Based Teacher the required assessment artefacts, either prior to or on the first day of the Professional Experience Phase.</p> <p style="text-align: center;">PST will require the Annotation Cover Sheet</p>	
Artefacts for inclusion	
Professional Identity	Think about your Philosophy of inclusive and adaptive teaching, meeting the challenge of diversity in the classroom, to share with the SBTE at the commencement of the Placement.
Planning effectively	<p>Planning using data and evidence</p> <ul style="list-style-type: none"> • Class profile based on system data, previous assessment tasks, insights from SBTE and observations • 1 learner profile of a student with a disability (Case Study) APST 1.1 <p style="text-align: center;">This will be required for Professional Experience Workshops</p> <ul style="list-style-type: none"> • Record how the collaboration with SBTE, learning support specialists, behavioural experts, and counsellors informs understanding of the specific learning needs and strengths of students with a disability or those requiring Tier 2 support, and how your understanding would then shape teaching strategies and classroom adjustments to optimise learning outcomes APST 1.2 • Record observations of real-time differentiation during teaching, such as adjusting questioning techniques, modifying tasks, or offering alternative resources in response to observed student needs, and include reflections on how you understand these adjustments were necessary to have supported learning APST 1.5 • Lesson plan and discussion notes about where the SBTE implemented responsive differentiated strategies for your student or students, focusing on student strengths and needs and how they specifically supported their engagement in learning Assessment Task 3 APST 1.5 • Reflection notes with your suggestions about the learning needs of your student (or others) with different disabilities could be met APST 1.6 • Record observations of how the supervising teacher/support teacher provided strategies and adjustments that helped the focus student progress toward their achievable goals, and include an analysis of why these strategies were effective (or not), how they aligned with the student’s learning needs, and what implications this has for your own future practice APST 3.1
Teaching effectively	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Analysis of why certain resources, including ICT, were included in observed lessons, and how they supported the learning objectives, and the benefits they provided for student engagement and understanding, specific to your focus student APST 3.4 • Documented observations, the SBTE/support teacher used inclusive language and varied communication strategies so students could access and engage with learning, explaining why these strategies support engagement and inclusion APST 3.5
Managing effectively	<p>Creating Positive Learning Environments</p> <ul style="list-style-type: none"> • Behavioural data – annotations on how it informed practice and support strategies for engagement APST 4.3 • Observation/discussion notes how SBTE implemented prevention and de-escalation strategies to avoid behaviour escalating APST 4.3 • De-identified class/student behaviour plans (EAP), (IEPs), (ISP) (NEPs) to support an understanding for the application of UDL Assessment Item 3
Assessing	<p>Assessing, feedback and checking for understanding</p> <ul style="list-style-type: none"> • Observation notes recording the strategies to assess for learning and how SBTE made pedagogical adjustments to the intended plan, with annotations to why these adjustments were made by identifying the evidence or student responses that informed the decision APST 5.1 • Annotated notes on how the processes, regularity and documentation of planning and reporting and adjustment considerations for your case study student are compliant with the school’s inclusion policies and legislation APST 5.5

Professional Conduct	<p>Demonstrating professional conduct</p> <ul style="list-style-type: none"> • One of the following - discussion notes, attendance record of Induction, staff meeting attendance/notes specific to the requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection APST 4.4 • Personal Learning notes gained from appropriate school specialists/ suggested authoritative or school-provided resources regarding the focus student’s disability and how it impacts upon learning APST 6.2 & 7.4 • (AS ABOVE) The same annotated notes on how the processes, regularity and documentation of planning and reporting and adjustment considerations for your case study student are compliant with the school’s inclusion policies and legislation APST 7.2 & APST 7.3
Reflective Practice Journal	<p>The Reflective Practice Journal will be discussed upon your return to Coursework</p> <ul style="list-style-type: none"> • Discuss the school’s approach to educational adjustment programs for the purpose of comparing different schools’ unique approaches to offering educational adjustment programs (EAPs). There will be variations in approaches across all placement settings, each with distinct strengths. • On your return to coursework, your reflections will stimulate dialogue to discuss various case studies with a critical lens • Each day, add to your Reflective Journal about your observations and analysis and learned experiences • Focus on planning and teaching learners with diverse needs and strengths. Focus on how planning and teaching approaches were able to be differentiated to both engage learners and have an impact on student learning.
<p>Ensure you have your Portfolio when attending Professional Experience Workshops</p>	



ED3442 Professional Experience Formative Report

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

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

Preservice Teacher:		Student ID:	
JCU Partnership Host Site:			
SBTE/s:			
Year Level		Specialisation	
Day	Overview of Year Level and/or Curriculum Areas Observed		
1			
2			
3			
4			
5			
Compiled and discussed Portfolio artefacts	<input type="checkbox"/>	Completed and discussed Reflective Practice Journal	<input type="checkbox"/>
Completed and discussed Case Study	<input type="checkbox"/>	Completed 5 consecutive days	<input type="checkbox"/>
<p><i>Based on the professional dialogue, PST engagement during the placement, their reflective journal and case study documentation, please provide constructive feedback on how the PST is developing with their knowledge and understanding of the legislative requirements to provide equitable opportunities and choices in their education as students without disabilities and teaching strategies that support participation and learning of students with disability or with specific learning needs. Are they, through discussion, sharing an understanding that the responsive teaching practices are highly effective for the vast majority of students, particularly those with additional needs or from disadvantaged backgrounds?</i></p>			
Site-Based Teacher Name		Site Coordinator Name	
Signature		Signature	

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2nd Level 3 Placement ED3097 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED3097

This infographic explains the overarching goals for the ED3097 Placement

GOAL 1

 Synthesise and integrate curriculum knowledge for differentiated learning that is responsive to the learning strengths & needs of students

GOAL 2


Collect and effectively analyse data to inform planning for learning



GOAL 3

Continue to develop their pedagogical knowledge & agency with planning multi-tiered system supports and teaching decisions to support student learning

GOAL 4

Develop knowledge of assessment processes & moderation, ensuring consistent interpretation and application of standards & inform pedagogical decisions decision-making 

PRIOR PLACEMENT

Professional expectations dialogue
Complete ACTIVITY A

Discuss required collection of artefacts



Part A
Part B



WEEK 1

Curriculum, learner, Lesson, Classroom Management Focus Planning Discussion
Design Assessment Task

Independently teach minimum 5 lessons



Complete ACTIVITY B & C



WEEK 2

Full Load Teaching
Enacting the PTAR cycle



Appraise the impact of pedagogical decisions

Commence ACTIVITY D



WEEK 3

Full Load Teaching
Enacting the PTAR cycle

Assessment task moderate judgements with SBTE



Complete ACTIVITY D



WEEK 3

Reflect upon the alignment of curriculum, pedagogy and assessment between your intended learning sequence, the enacted teaching and the assessed learning
Discuss how the pedagogical decisions had an impact on student learning



ED3097 OVERVIEW

ED3097 Summary of Evidence

Summary of Evidence Chart

A summary of the evidence **required** for ED3097 Assessment Items

Please ensure that you have **collected** the information/documents outlined below, as each item is **essential to completing the assessment items** for this subject.

All evidence must be collected from the **same** class/teaching area, e.g., Prep - English, Year 2 - English

When to collect	De- identified Evidence required	Purpose
<p style="text-align: center;">DAY 1</p> <p>Discuss the opportunity to teach lessons with PST’s Specialisation during the Placement timeframe (English/Literacy)</p> <p>You have been asked to collect these documents on Day 1 of your placement</p> <p>You will collect this data when you complete Activity</p>	<ul style="list-style-type: none"> • Term 3 unit overview in your area of specialisation • Collect the accompanying summative assessment instrument and accompanying standards (e.g. GTMJ) • School and classroom level policies and procedures that direct classroom management in the Placement school context 	<ul style="list-style-type: none"> • These documents anchor all of your planning, teaching and assessment decisions • You will need to include and/or analyse these documents in Assessment Items 1, 2 & 3 • You will analyse these documents in Assessment Item 1
<p>You will collect this data when you complete Activity B and Activity C</p>	<ul style="list-style-type: none"> • Class size and gender composition • Semester 1 level of achievement for English, Math, Science & HASS for all students • Demonstrated achievement levels in literacy and numeracy • Inclusion/participation needs (e.g., whether or not the student is working from an ICP and at which curriculum year level) • Behaviour (e.g., sociogram, OneSchool data, conversations with SBTE) • Observations of student engagement • Family background • Home access to a computer and the internet 	<ul style="list-style-type: none"> • This data is critical as you will need to draw on it to complete Assessment Items 1, 2 & 3 • In particular, AT1, Part A, asks you to draw on 3 data sources from this list • Each data source must be summarised for each student in your class, i.e., you need a whole class data set for each source of information • AT1 Part C asks you to draw on data and school policy related to behaviour
<p>You will collect this when you complete Activity D</p>	<ul style="list-style-type: none"> • One lesson plan demonstrating the PST’s approach to differentiation to meet learner needs (PST independently planned) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • At LEAST * 3 de-identified student work samples associated with/from this LESSON that respond to formative assessment (which aligns with the summative assessment task) • The three samples should be representative of current student performance from the following: - <ul style="list-style-type: none"> ○ at standard ○ below standard ○ above standard <p><small>*Note: While you need At Least 3 samples, a wider collection of a sample range supports you with the subject assessment items requiring an analysis</small></p>	<ul style="list-style-type: none"> • You will analyse this lesson plan in Assessment Item 1 • You will include and analyse these work samples in Assessment Items 1,2 & 3 • Please note – we are seeking student responses to a formative task, not the Summative task
<p>You will collect this evidence when you complete Activity D</p>	<p><i>(This cell is empty in the original image)</i></p>	<p><i>(This cell is empty in the original image)</i></p>

ED3097 Learning Tasks in Details

Engage in a professional expectations dialogue with SBTE and discuss ED3097 Placement Goals & your **Philosophy** regarding your approach to using evidence

PST to complete **ACTIVITY A – PART A & B (Clarifying Expectations)** and **discuss** with SBTE

PST to **discuss** with SBTE the collection of artefacts required for **subject assessment Items**

SBTE to **provide**, review and **discuss** curricular resources necessary for PST to plan and assess for the 3 weeks, including the unit overview, summative assessment instrument and marking rubric

SBTE **discuss** expectations for lesson plan format and provides a timeline and process for lesson plan completion and review

Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
1	<p>Curriculum focus: Discuss with SBTE the unit plans, weekly overviews, and individual lesson plans to understand the interconnections and developmental sequence of learning across both formative and summative assessments.</p> <p>PST to analyse the curriculum demands for the unit, ensuring they are aware of the alignment required between assessment tasks and the sequence of lessons</p> <p>Learner focus: Whilst adhering to ethical data collection, handling and storage protocols, discuss, co-review and select data and evidence from available sources to complete</p> <p>ACTIVITY B - The purpose of Activity B is for PST to</p> <ul style="list-style-type: none"> • Understand learning needs and readiness to inform the planning of lessons in alignment with MTSS, e.g. PBL & Tiered Literacy and Numeracy interventions APST 1.1 • Identify opportunities for differentiated practice across the upcoming lesson sequence APST 1.5 	<p>Observe classroom management undertaken by SBTE and complete Activity C.2 & C.3</p> <p>Identify, discuss and observe the pedagogical framework of the school context (e.g., Gradual Release of Responsibility)</p> <p>Select and plan for a range of pedagogical strategies that allow you to teach the required curriculum to your students</p> <p>Independently teach a minimum of 5 lessons using the selected pedagogical framework</p>	<p>Design and implement a diagnostic assessment task aligned with the curriculum to be taught during this 3-week placement APST 5.1</p> <p>Make a written record (use a table or a spreadsheet) of student achievement on the diagnostic assessment task</p> <p>Design the formative assessment task that you will mark and moderate at the end of Week 3 APST 5.1</p> <p>Ensure that the task is designed to align with the Summative assessment task</p> <p>Ethically & confidentially develop 3 student profiles with current performances representative of 'below' 'at' 'above' year level benchmark</p>	<p>Professional conversations: Discuss the variety of multi-tiered support systems, including commercialised programmes that are utilised in the school/class for different purposes, e.g. literacy & numeracy interventions and behavioural, emotional wellbeing supports APST 2.5</p> <p>Discuss the school/system organisational policies and processes to understand mandatory reporting and data collection requirements</p> <p>Co-reflect upon: APST 2.3</p> <ul style="list-style-type: none"> • The alignment of the assessment tasks to the curriculum (ACARA/QCAA) • How well do you know your learners? • How ready are the learners to engage with the required curriculum? • How ready are you to teach and assess their learning? • What are the principles for the pedagogical approach you will use to teach your students? • Requirements for recording and storing information securely • Using information ethically and within legislative and regulatory requirements

Lesson Planning focus:

Independently plan a minimum of 5 lessons to be taught towards the end of this week, that correspond with the sequence of the unit's weekly plan

ECE Specialisation of an English/literacy lesson

Classroom Management focus:

Complete **ACTIVITY C**

- Document the classroom management plan used by your SBTE, as well as any school-based policies and procedures **APST 4.1**
- Discuss multi-tiered supports e.g. PBL and Individual Behaviour Support Plans **APST 4.3**
- Discuss the preventative and corrective actions that align with school-based policies and procedures, and the current processes, strategies and routines established by the SBTE

- Present, discuss and sign **Student Data Declaration sheet** with SBTE
- Store safely for submission with the assessment item later in the semester

ED3097 Assessment Item Preparation:

- Ensure **Activity B** is **completed**
- Review the **Summary of Evidence**, ensure you have safely stored your whole class annotate profile (**Activity B.1**) **collected** to bring back to JCU the Term 3 unit overview, the **summative assessment instrument** and accompanying standards, e.g. GTMJ/rubric
- Ensure **Activity C** is **completed** and stored safely for submission with assessment items later in the semester

Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
2	<p>Curriculum & Learner focus through Lesson Planning:</p> <p>Independently plan all subject lessons (including English specialisation) using the knowledge of student learning goals and needs across all curriculum areas as timetabled for the week APST 3.1 & 3.2</p> <p>Planning Considerations Plan to implement learning activities that incorporate retrieval strategies to improve memory retention and promote deeper processing of content for mastery APST 1.2</p> <p>What inclusive teaching strategies, accommodations, and resources acknowledge and reflect students' diverse backgrounds? APST 1.3</p> <p>Maintain alignment with the unit plan and the weekly plan. When planning, consider how each lesson connects to prior and future learning, maintains coherence with curriculum requirements, and supports progression towards assessment APST 2.2 & 2.3</p> <p>Classroom Management focus:</p> <ul style="list-style-type: none"> • Adopt and support the school and SBTE's approach to fostering a positive learning environment, with specific focus on Tier 1 strategies, by implementing school and classroom policies and procedures APST 4.2 • Discuss a range of de-escalation techniques to manage challenging behaviours APST 4.3 	<p>Select a range of appropriate pedagogical strategies to support the students in meeting the intended learning outcomes APST 3.3</p> <p>Independently teach full teaching load of all curriculum subjects, not including SBTE's Non-Contact subject APST 2.1</p> <p>Teaching Considerations Enact active participation methods that accommodate diverse learning needs, including verbal, written, and digital responses, ensuring that every student has an opportunity to engage meaningfully APST 4.1</p> <p>Incorporate purposefully selected ICT tools to expand learning opportunities</p>	<p>Appraise the impact of the pedagogical decisions, drawing on your interpretation of evidence of learning from the 3 focus students to inform and modify ongoing planning decisions APST 5.4</p> <p>Continue to ethically & confidentially include student profiles with current performances representative of 'below' 'at' 'above' year level benchmark</p>	<p>Professional Conversations Co-reflect upon:</p> <ul style="list-style-type: none"> • Seek constructive feedback regarding the alignment of curriculum, pedagogy and strategies for assessing learning between your intended lesson plan and the enacted teaching APST 3.6 & 6.3 • Strategies for assessment APST 5.1 • Code of ethics, well-being and safety strategies and how you have enacted these in your own practice • Enactment of classroom management policies and procedures • The artefacts collected/curated for the Portfolio and how they are supporting PST's professional growth and demonstration of development towards the Graduate level <p>ED3097 Assessment Item Preparation:</p> <ul style="list-style-type: none"> • Commence Activity D <p>Mid-point evaluation:</p> <ul style="list-style-type: none"> • PST complete the Formative Feedback sheet independently as a self-appraisal – discuss with SBTE APST 6.3 • SBTE reviews PST's progress against the Professional Experience Report

Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
3	<p>Independently plan lessons that cater for learner needs</p> <p>Lessons to include all curriculum areas as timetabled for the week</p> <p>Using the feedback and Professional Experience Report, identify personal learning goals in relation to the standards and discuss with SBTE (this will be required for final Professional Experience Workshops in preparation for Final Year Placements)</p> <p>Planning Considerations Plan for explicit teaching and/or modelling of literacy or numeracy skills that are subject-specific APST 2.5</p> <p>Plan to implement learning activities that incorporate retrieval strategies to improve memory retention and promote deeper processing of content for mastery APST 1.2</p>	<p>Select a range of appropriate pedagogical strategies to support the students in meeting the intended learning outcomes APST 3.3</p> <p>Independently teach a full load, ensuring lessons actively incorporate strategies that acknowledge and respect cultural identity APST 1.4</p> <p>Teaching Considerations Incorporate clear instructions, established rules and expectations and organised routines to prevent inappropriate behaviours and/or disengagement APST 4.2</p> <p>Implement pauses after speaking or questioning to provide opportunities for students to respond and process their learning</p> <p>Incorporate effective practices and school policies to support students' safe, responsible, and ethical use of ICT APST 4.5</p>	<p>Implement formative assessment task (as designed in Week 1)</p> <p>Mark formative assessment task</p> <p>Moderate judgements with SBTE – check the consistency of your interpretation of student achievement in relation to the relevant standards against your SBTE's judgements APST 5.3</p> <p>Make a written summary (use a table or spreadsheet) of student achievement on the formative task</p> <p>Provide written feedback to students about their learning and support for the progression of learning towards summative assessment APST 5.2</p> <p>Finalise 3 student profiles with current performances representative of 'below' 'at' 'above' year level benchmark</p>	<p>Professional Conversations Co-reflect upon:</p> <ul style="list-style-type: none"> • The alignment of curriculum, pedagogy and assessment between your intended learning sequence, the enacted teaching and the assessed learning • How your pedagogical decisions had an impact upon student learning • What are the next steps of learning for these students? • Effective ways to positively engage with parents/carers and the community to promote learning appropriate to the student's stage of learning, including two-way positive communication APST 7.3 • Use of data to communicate with a range of stakeholders, including parents and carers, regarding the progression of student learning APST 5.5 • Achievement of the ED3097 Placement Goals <p>ED3097 Assessment Item Preparation:</p> <ul style="list-style-type: none"> • Ensure Activity D has been completed and collection of (At Least 3 or a wider range) of work samples associated with the lesson plan and across the levels of achievement are safely stored for submission with assessment items later in the semester <p>End of Placement Evaluation:</p> <ul style="list-style-type: none"> • SBTE evaluates PST's professional learning against the report • SBTE will discuss the Evidence-Based portfolio to inform their assessment of the Preservice Teacher's performance over the Professional Experience phase • PST reflects on their development to set professional learning goals for Final Year Placements and collaborates with their SBTE to identify external professionals and community representatives who can support the expansion of their knowledge and practice

ED3097 Professional Experience Portfolio

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

PST will require the Annotation Cover Sheet

Requirements	Suggested Artefacts for Inclusion
Professional Identify	How does your approach to using evidence—whether proactive for planning and improvement or reactive after challenges arise—reflect your philosophy of teaching and shape your professional identity as an educator? Share with the SBTE at the commencement of the Placement.
Planning effectively	<p>Planning using data and evidence</p> <ul style="list-style-type: none"> • Updated or new class profiles based on system data, previous assessment tasks, insights from SBTE and observation • Updated or new learner de-identified analysed profiles of 3 focus students depicting how their needs may influence learning and engagement APST 1.1 Template • A sequence of annotated lessons (at least 3 lesson plans) that respond to learner diversity and the ACARA general capabilities, particularly literacy and numeracy, while demonstrating alignment between curriculum, pedagogy and assessment. Highlight in your lesson plan where each of the following APST is represented APST 1.2, 1.3, 2.2, 2.3, 3.1,3.2 • Exemplar lesson plan highlighting the specific strategies for differentiation, demonstrating the alignment to a student’s learning profile APST 1.5
Teaching effectively	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • An exemplar lesson plan highlighting a range of teaching strategies and the literacy and numeracy teaching strategies with an annotation to why that approach was appropriate and subject-specific APST 3.3, 2.5 • A verified example (feedback or lesson plan) by your SBTE where you have taught a concept using accurate subject-specific language, examples, and analogies APST 2.1. • Written reflections upon the impact of enacted practice on student learning with intended modifications or next step planning suggestions APST 3.6 • An annotated lesson plan showing a chosen resource made or provided by PST explaining how it is an example of respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and creates a sense of belonging and engagement in classroom activities APST 1.4
Managing effectively	<p>Creating Positive Learning Environments</p> <ul style="list-style-type: none"> • A written reflection and analysis of the classroom management and organisation strategies they implemented to promote inclusive participation and engagement, explicitly identifying which strategies align with Tier 1, Tier 2, within an MTSS framework, and evaluating their effectiveness in developing appropriate learning behaviours APST 4.1 4.2 Template • Observation notes of Tier 2 and Tier 3 behaviour management strategies implemented by the SBTE, accompanied by the PST’s analysis explaining why these approaches are appropriate for managing challenging behaviours and how they align with the school’s behaviour management policy and procedures APST 4.3 • Policies and procedures from the school and classroom that direct classroom management, e.g. behaviour flowcharts, classroom routines, PBL foci, classroom reward systems
Assessing Portfolio	<p>Assessing, providing feedback, and checking for understanding – This Section PST will use the Portfolio Annotation Cover Sheet to demonstrate all APST, with the stated artefacts.</p> <ul style="list-style-type: none"> • Record of assessment information to monitor and support student learning (e.g. observations of student learning and work samples) APST 5.1 • De-identified sample of work of the 3 focus students Assessment • Samples of de-identified feedback offered to the 3 focus students demonstrating the level of

<p>Annotation Cover Sheet</p>	<p>feedback and how it contributes to learner progression APST 5.2</p> <ul style="list-style-type: none"> • Notes on strategies for reporting student achievement to students and parents/carers APST 5.5 • Samples of collaboratively or independently produced assessment tasks, marking criteria and marking rubrics and your moderated judgement APST 5.3 Assessment • Annotated sample in a lesson showing modifying teaching practice as a result of assessment data APST 5.4 <p style="text-align: center;">This will be required for Professional Experience Workshops</p>
<p>Professional Conduct</p>	<p>Demonstrating professional conduct</p> <ul style="list-style-type: none"> • A reflective narrative that clearly describes the specific feedback provided by the SBTE, include the changes you made to your teaching practice based on that feedback. State your observed impact on student learning and engagement, and your professional learning as a result of this process APST 6.3 • Annotations on lesson/plans highlighting the attention to the teaching of safe, responsible and ethical use of digital literacies APST 4.5 • Written notes documenting SBTE's insights and/or strategies for engaging with parents/carers to promote learning appropriate to the student's stage of learning APST 7.3 • Cover Sheet Declaration for data collected about learners signed by SBTE Assessment
<p>The annotated artefacts support subject assessment Ensure you have included the full summary of the evidence</p>	



ED3097 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:						
Year Level	Prep	Year 1	Year 2	Year 3	Composite of..	
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrates the APST descriptors at the Graduate Career Stage					
Developing adequately towards the graduate level	<p>Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level</p> <p style="text-align: center;">SUCCESSFUL DEMONSTRATION OF HIGH ENGAGEMENT LEVEL</p> <ul style="list-style-type: none"> ➤ with minimal advice and support, is able to link/design/source ... ➤ is predominately able to ... ➤ is aware of, understands and attempts to apply ... ➤ requires occasional prompts to seek and reflect ... ➤ has strong capacity ... ➤ is prepared to with guidance ... ➤ often initiates ... 					
Not developing adequately	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage					

		Satisfactory		Not Developing
		Well Developed	Developing Adequately	
Planning effectively				
Applies understanding of students' individual characteristics and developmental needs by implementing appropriate modifications, demonstrating awareness that these factors influence learning and engagement.	APST 1.1			
Demonstrates understanding of retrieval practices by designing and implementing learning activities that incorporate retrieval strategies to improve memory retention and promote deeper processing of content for mastery.	APST 1.2			
Implements inclusive teaching strategies, accommodations, and resources that acknowledge and reflect students' diverse backgrounds.	APST 1.3			
Uses profile data to make decisions to differentiate learning experiences for individuals and groups, and records modifications in planning to meet the needs.	APST 1.5			
Designs a structured learning and teaching sequence that aligns with curriculum requirements and ensures coherence with summative assessment tasks to measure achievement of intended learning outcomes.	APST 2.2			
Uses relevant curriculum, assessment, and reporting knowledge to backward map an intended sequence of lessons, building progressively toward mastery of the outcomes.	APST 2.3			
Uses explicit teaching and/or modelling of literacy or numeracy skills that are subject-specific.	APST 2.5			
Sets differentiated learning goals that reflect varying student abilities.	APST 3.1			
Designs a lesson sequence that incorporates a range of teaching and learning strategies that reflect appropriate content and pedagogical content knowledge, and effective sequencing.	APST 3.2			
<i>Constructive feedback to support PST to plan for their Final Suite of Placements to meet the Graduate level. Focus areas to support PST in collecting fit-for-purpose data to gauge learners' needs and readiness for learning and to inform differentiated planning to meet the needs of diverse learners.</i>				

Teaching effectively				
		Well Developed	Developing Adequately	Not Developing
Independently plans lessons that accurately incorporate knowledge of central subject matter concepts by sequencing content into manageable steps to support student understanding and mastery.	APST 2.1			
Implements a variety of strategies appropriate to the content being taught and/or the skills being developed.	APST 3.3			
Uses student assessment data and lesson reflections to inform future planning.	APST 3.6			
Describes how cultural identity influences students' sense of belonging and engagement in classroom activities and the role of language in shaping communication styles and learning experiences for Aboriginal and Torres Strait Islander students.	APST 1.4			
<p><i>Constructive feedback should support the Preservice Teacher (PST) in planning for their Final Suite of Placements to demonstrate achievement at the Graduate level. It should include how they have sought or applied feedback to improve teaching practices. Focus areas should guide the PST in implementing differentiated instruction and using an appropriate range of teaching strategies. Additionally, comments should address the PST's development and application of content knowledge to ensure accurate and effective learning experiences for students.</i></p>				

Managing effectively				
		Well Developed	Developing Adequately	Not Developing
Enacts active participation methods that accommodate diverse learning needs, including verbal, written, and digital responses, ensuring that every student has an opportunity to engage meaningfully.	APST 4.1			
Uses clear instructions, established rules and expectations and organised routines to prevent inappropriate behaviours and/or disengagement.	APST 4.2			
Identifies and discusses a range of practical approaches to manage challenging behaviours.	APST 4.3			
<i>Constructive feedback to support PST to plan for their Final Suite of Placements to meet the Graduate level. Focus areas that will support PST planning for a safe environment that provides students the opportunity to achieve learning goals by utilising Tier 1 Universal support strategies and micro-skills for classroom management and Tier 3 support for challenging behaviours.</i>				
Assessing				
Uses and provides justification for different assessment approaches to assess student learning.	APST 5.1			
Uses feedback to correct misconceptions and extends students' progress toward the desired learning goal.	APST 5.2			
Describes moderation processes and explains how they contribute to consistent and comparable assessment outcomes.	APST 5.3			
Uses planned questions/activities that allow for a check of student understanding in order to respond to their learning needs.	APST 5.4			
Discusses student achievement with the supervising teacher and becomes familiar with the school's reporting procedures and policies.	APST 5.5			

Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet the Graduate level. Focus areas that will support the PST plan and implement strategies to monitor learning progress, interpret assessment data, and use this information to inform teaching. Feedback should also guide the PST in applying a range of assessment approaches to support student achievement and in communicating progress effectively.

Professional Conduct

Integrates some effective practices and school policies to support students' safe, responsible, and ethical use of ICT.	APST 4.5			
Uses feedback to reflect on learning impact and identifies strengths and weaknesses to implement strategies that support learner progression.	APST 6.3			
Follows school confidentiality protocols for recording and reporting student information.	APST 7.3			

Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet the Graduate level. Focus areas to support PST in developing a commitment to Professional Engagement through self-reflection on their own professional knowledge, practice, and engagement.

Professional Experience Overall Result		Requirements	
Satisfactory <input type="checkbox"/>		Unsatisfactory <input type="checkbox"/>	Completed 15 Days
Is ready to proceed to the next stage Met all Descriptors at a minimum of Developing Adequately		Is not yet ready to proceed to the next stage due to having 1 or more Not Developing Descriptors ticked	Compiled and discussed Evidence-Based Portfolio
Preservice teacher's name		Signature	
Supervising teacher's name		Signature	
Site coordinator's name		Signature	

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3rd Level 3 Placement
ED3590 Placement Goals

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED3590

This infographic explains the overarching goals for the ED3590 Placement

FOCUS 1

Make the link between the theory & practice of Early Childhood Centre pedagogy



FOCUS 2

Observe the pedagogical practices following how infants and toddlers develop



FOCUS 3

Analyse ideas to frame your personal philosophy as an early childhood educator for future teaching



FOCUS 4

Develop learning stories and implement Teacher-initiated experiences guided by the EYLF



ED3590 Learning Tasks in Detail

Note: The calendar below is a guide to ensure all ED3590 tasks are completed in a timely fashion.

Preservice Teachers have 5 weeks to complete the 10 days of Practicum

	Coursework focus	Engagement Activities – Preservice Teacher	Modelling and Supervising Activities – Site-Based Teacher Educator
Prior	Attend Professional Experience Workshop – It is a Preplacement Policy Topic: Centuries of ECE&C Review EYLF & QKLG and assessments Discussion Board: Ethics 1 st Online Quiz	Contact the Centre, introduce yourself and arrange Professional Experience days and times and Centre induction and meet the SC and SBTE Attend Centre Induction	Meet with the Site Coordinator by phone or in person to arrange Professional Experience days. Arrange to meet PST Note: At the end of each daily session, initial the Statement of Completion to acknowledge PST’s learning tasks were completed and sign the Attendance Record
1 st Week Day 1 Day 2	Topic: Development of Identity, self-esteem, and language development Discussion Board: Child Protection Prepare templates for assessment item 3 2 nd Online Quiz	Day 1: Give completed Forms to SBTE Form 1 Preservice Introduction to Centre Form 2 Permission to Observe (Discuss Centre Policy regarding Documentation) Familiarisation with the Centre’s Quality Improvement Plan Day 2: Begin to gather information for the Quality Improvement Plan Centre Information Template (Section 1 of Assessment Item 1 Template). Work to finalise it in your own time Planning for 3 teacher-directed learning experiences. Take the initiative to engage with the infants and toddlers	Day 1: Accept the Preservice Teacher's Introduction to Professional Experience template and display it. Distribute the Information Sheet & Permission form to all parents of children in the group Professional Dialogue: <ul style="list-style-type: none">Assist PST to gather information for Quality Improvement Plan (QIP)Section 1 (Focusing on 3 NQS elements)Section 2 (Support PST Document Learning Story 1) Day 2: Continue to assist PST in gathering information for Quality Improvement Plan (QIP) Professional Dialogue: <ul style="list-style-type: none">Discuss ideas with PST for three teacher-directed experiences Initial completed tasks, sign attendance
2 nd Week Day 1 Day 2	Topic: Connecting, relationships, care pedagogy, conversations, communicating Discussion Board: Bullying 3 rd Online Quiz	Day 1: Collect, scan and submit permission forms (Form 2) under the Assessments button on LearnJCU. Observe and record identified issues for the QIP Template and prepare draft SMART Goals to discuss with SBTE Observe and recognise bullying behaviours Day 2: Discuss with SBTE and design and plan three teacher-directed experiences	Day 1: Professional Dialogue: <ul style="list-style-type: none">How to support development and be aware of signs of impeded developmentHow to recognise experiences of bullying with toddlersHow do you engage and develop communication in toddlers Model for PST on how to engage with infants and toddlers to meet their needs, dependent on their developmental phase Day 2: Professional Dialogue: <ul style="list-style-type: none">Support PST design and document three learning stories to be teacher-directed learning experiences Initial completed tasks, sign attendance

<p>5th Week</p>	<p>Topic: Moving to school, centre and educator philosophy AI2 DUE Professional Development Topics (beginning of the week) AI3 DUE Learning Portfolio (end of the week)</p>	<p>Day 1: Complete Documented Learning Story 3 (Section 2) Assessment Item 3</p> <p>Focus on modelling effective communication and observe infants' and toddlers' responses</p> <p>Take the initiative to engage with the infants and toddlers in your care</p> <p>In your own time, do an analysis, ideas for future planning, and a description of a Teacher-directed Experience based on Learning Story 3</p>	<p>Day 1: Assist PST Document Learning Story 3</p> <p>Professional Dialogue:</p> <ul style="list-style-type: none"> • How the Centre philosophy informs practice for toddler and baby learning and care • Developing a personal educator philosophy • Preparation for transitioning to school and paperwork and assessments to facilitate the transition
<p>Day 2</p>		<p>Day 2: Implement 3rd Teacher-directed Experience</p> <p>Reflective Practice dialogue with SBTE about the Teacher-directed experience</p> <p>Through your engagement, look for opportunities to promote a baby or toddler's social, emotional and mental well-being – reflect with SBTE on your experience</p> <p>Take the initiative to engage with the infants and toddlers in your care</p> <p>Conclude Profex and complete paperwork and give to the Site Coordinator for submission to JCU</p>	<p>Day 2: Assist PST to implement and reflect on 3rd Teacher-directed Experience</p> <p>Professional Dialogue:</p> <ul style="list-style-type: none"> • Evaluation of learning and Teacher-directed Experience <p>Ensure the Statement of Completion Record and Attendance Record are signed</p> <p>To support the assessment processes and JCU's commitment to academic integrity, we ask that all Completion & Attendance Records be returned ONLY by Site Coordinators. Digital Report to be submitted to Student Placements Team by email placements@jcu.edu.au within 5 days of completion of Placement to support PST's subject progress.</p>

ED3590 Statement of Completion Report & Attendance Record

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

Preservice Teacher:		
JCU Partnership Centre:		Room:
SBTE Name:		

Confirm the Preservice Teacher has completed the following activities:	
Preservice Teacher's required tasks	Completed
Engaged in Centre Induction provided by the Site Coordinator	
Provided the Introduction to Professional Experience template - Form 1	
Collected Parent/Carer Permission forms – Form 2	
Collected information for their Quality Improvement Plan (QPI)	
Collected Documentation for Learning Story 1	
Implemented 1 st Teacher-directed experience	
Collected Documentation for Learning Story 2	
Implemented 2 nd Teacher-directed experience	
Collected Documentation for Learning Story 3	
Implemented 3 rd Teacher-directed experience	
Engaged in suggested Professional Dialogue with SBTE	
Completed 50 hours of Professional Experience (10 days) over 5 weeks during the study period	

Comment regarding the Professional Conduct of the Preservice Teacher:

As Preservice Teachers, you must participate fully in the 50 hours Placement (10 days) at the Centre to which you are assigned. You are required to document your attendance, which your Site-Based Teacher Educator will verify. The **10 days are spread evenly across 5 weeks to align with weekly coursework**. Therefore, ten rows have been provided. In any given week, Preservice Teachers are to participate for a **minimum of 5 hours** of contact time per day and, with additional preparation and reflection time, up to **6 hours per day**.*

Please complete the weekly attendance record and have your Site-Based Teacher Educator sign it after each **session**. The Site Coordinator at the Centre should be asked to sign in the space provided upon completion of the 10 days.

*Placement in the ECE Centre, Preservice Teachers are to **participate** in the Educational **Planned program and practice** (Quality Area 1) for 0-2-year-olds. PST to shadow the Teacher for a minimum of 5 hours of Educational program and practice contact time per day and a maximum of 6 hours of contact time, including planning and reflection time with your Site-Based Teacher Educator. Contact time **does not include lunch or tea breaks, but it does include periods** when children are sleeping.

Days	Date Attended	Start time	Finish time	Length of contact time attended
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				
Day 8				
Day 9				
Day 10				
			TOTAL	
SBTE Signature:				

Placement Appendices

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

ED3442	ED3097
<p>Case Study Template</p> <p>Inclusion Template</p> <p>Differentiation Observation Template</p> <p>Reflective Practice Journal</p> <p>Discussion Template</p> <p>Lesson Observation Template</p> <p>Behaviour Template</p> <p>Portfolio Annotation Cover Sheet</p>	<p>Portfolio Annotation Cover Sheet</p> <p>Student Data Declaration Sheet</p> <p>ACTIVITY A. Clarifying Expectations</p> <p>Part A</p> <p>Part B</p> <p>ACTIVITY B. Collecting and analysing data to gauge learner needs and readiness</p> <p>Activity B.1: Whole Class Profile</p> <p>Activity B.2: Individual Learner Profiles</p> <p>Activity B.3: Sociogram</p> <p>ACTIVITY C. Classroom Management Observations</p> <p>Activity C.1: Collect and analyse school and classroom level policies and procedures that direct classroom management</p> <p>Activity C.2: Observing Classroom Management</p> <p>Activity C.3: Observing Indicators of Student Engagement</p> <p style="text-align: center;">TEMPLATES FOR ACTIVITY C. Classroom Management Observations</p> <p>Activity C.2 Recording Template: Recording Sheet for Observing Classroom Management</p> <p>Activity C.3 Recording Template: Recording Sheet for Observing Indicators of Student Engagement</p> <p>ACTIVITY D. Evidence of your enacted practice</p>
ED3590	
<p>Form 1 - Preservice Teacher Introduction</p> <p>Form 2 – Permission to Observe</p> <p>Assessment Item 3 Templates</p> <p>Section 1 - Quality Improvement Plan Centre Information Template (1 per centre)</p> <p>Section 2 - Quality Improvement Plan Template (1 per quality area)</p> <p>Section 3 - Documented Learning Stories Template (1 for each learning story)</p> <p>Planning Template - Teacher-directed Experience</p>	

