

2<sup>nd</sup> Year

# Professional Experience Handbook

2018

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# Professional Experience: At A Glance

ED2488: July 16 – 27 (10 days)	
<ul style="list-style-type: none"><li>- Week 1: Observation and walk-throughs; co-teach and co-plan 2 lessons</li><li>- Week 2: Co-plan and co-teach 8 lessons</li><li>- Support student learning: individual and small group of students</li></ul>	
Reporting	
When	Within 7 days of practicum completion
What	ED2488 Professional Experience Report
Who	To be completed by SBTE and returned to JCU Profex

## **IMPORTANT REMINDER**

*Attendance must be for complete school days and include school meetings and extra-curricular activities. Preservice teachers must notify the school immediately if they cannot attend for any reason and must negotiate make-up days. They must also notify the Professional Experience Unit of any changes negotiated.*

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# Preface

Thank you for being a part of this essential component of Initial Teacher Education. Professional experience is critical to the preparation of graduate teachers. Site based teacher educators are important contributors to the preparation of JCU teacher graduates. They contribute to the foundation for JCU preservice teachers' learning as educators, and provide experiences that support learning and change. The contributions of site-based teacher educators are also vital to professional renewal and reflect the goodwill and collegiality of our teacher communities.

This document realigns JCU Professional Experience Program to the new Queensland Professional Experience Reporting Framework. It also responds to feedback from school community and JCU preservice teachers. This handbook is informed by policy imperatives as well as best practice literature in initial teacher education. Further, to give effect to JCU's Strategic Intent and Goals, we seek to prepare graduate teachers who are committed and responsive to meeting the needs of people in the region.

Graduates of this program will engage 'open-eyed' and critically in the complex and creative work of teaching; they will contribute to the wealth of the community they serve. Furthermore, we seek to cultivate an ethic of care in JCU teacher graduates who, with dispositions of inquiry, support the aspirations and lives of students and their communities. A key goal of professional experience is to immerse preservice teachers in the exciting work of teaching to refine their theoretical understandings of, and sensitivities to student learning that inform their teaching.

This handbook provides the guiding policy for ensuring professional experience in Education at James Cook University optimises professional learning. As noted by the Australian Institute for Teaching and School Leadership (AITSL), "Supported, authentic professional experience is categorised by strong collegial interactions and focus on learning". This program is focussed on leadership, professional learning and engagement based on the Australian Professional Standards for Teachers (APST). It capitalizes on the potential of the rich professional learning relationship between preservice teachers (PSTs) and their Site-Based Teacher Educators (SBTEs). Its developmental approach systematically supports preservice teachers' success. Its coteaching<sup>1</sup> principles promote theory and practice alignment, improve pedagogical understanding and reflective practice. This framework involves PSTs and SBTEs learning through professional conversations, coplanning, coteaching and coevaluating the professional experience.



We welcome feedback to continue to improve the quality of learning and teaching that our communities expect of us.

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<sup>1</sup>Coteaching is a teacher preparation approach grounded in social constructivism. It is distinguished from the hyphenated term 'co-teaching' that is primarily associated with special education. (See Murphy & Martin, 2015) However, for the purpose of grammar clarity, the hyphenated form is used in this handbook.

# Roles and Responsibilities: At A Glance

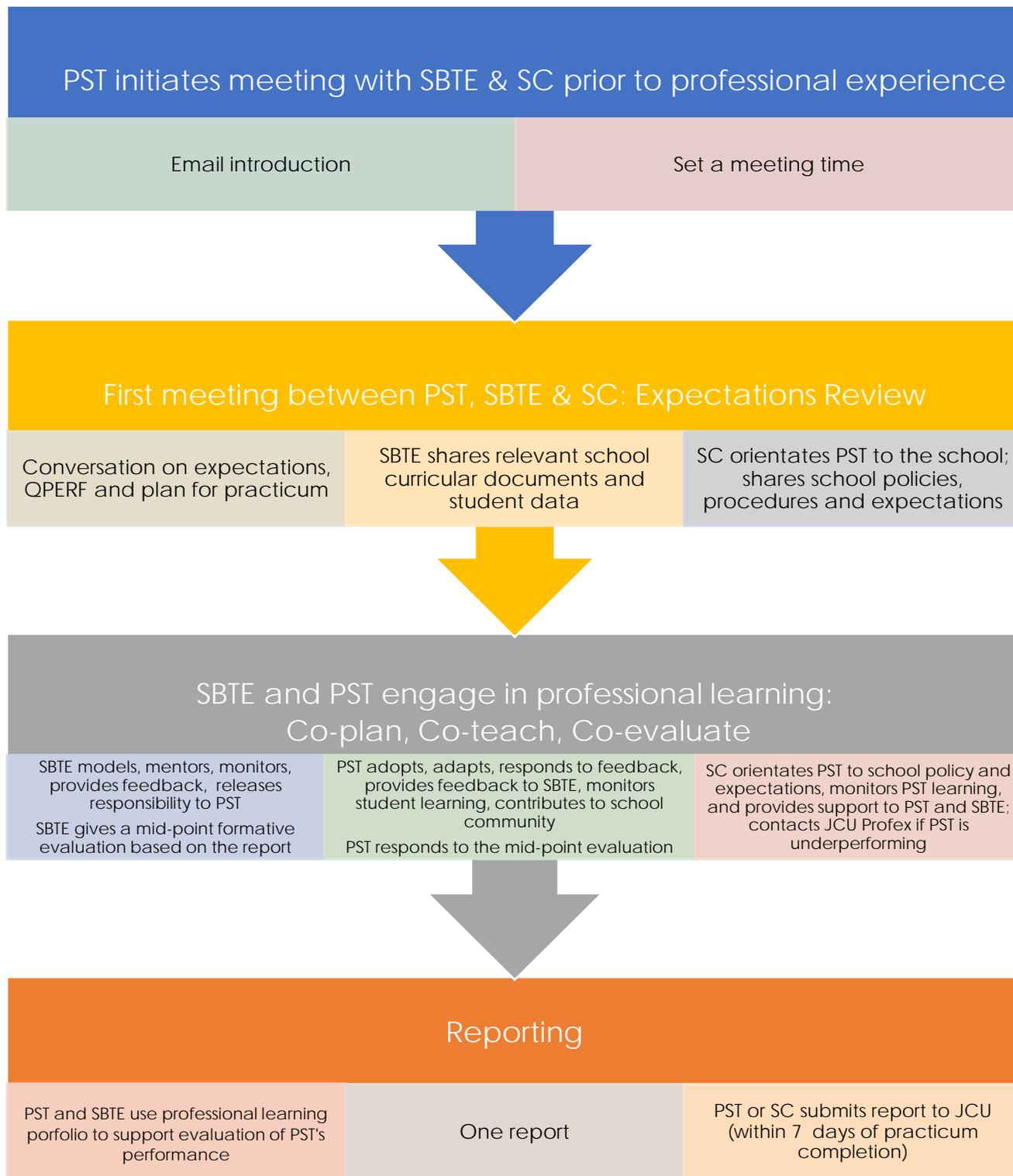
**SBTE:** Site-Based Teacher Educator

**PST:** Preservice Teacher

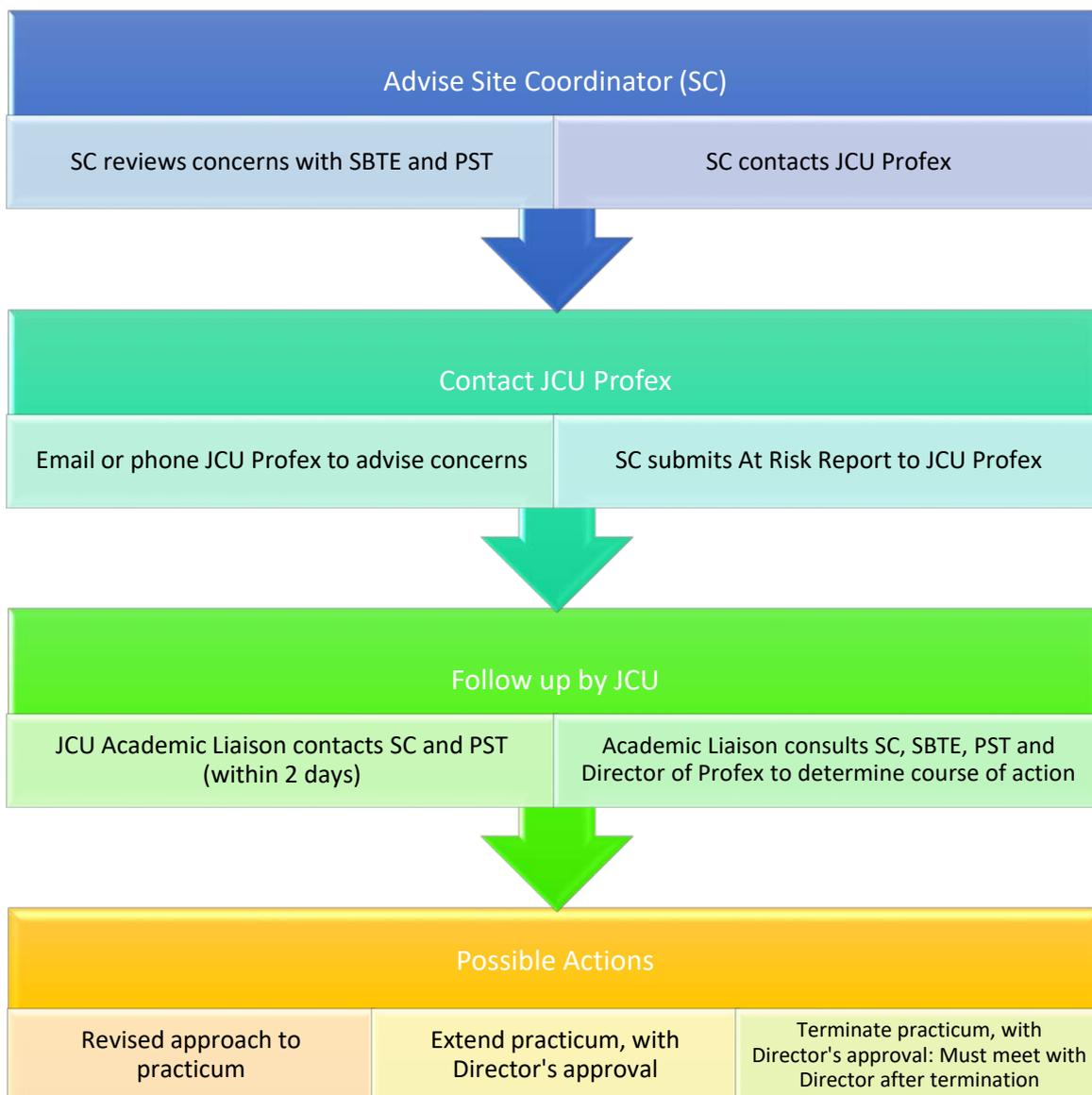
**SC:** Site Coordinator

**AL:** JCU Academic Liaison

**QPERF:** [Queensland Professional Experience Reporting Framework](#)



# Concerns During Professional Experience: Outline of Procedure (At A Glance)



## Checklist for Site Coordinator (SC)

Tasks	Tick
Have you read the handbook?	
Have you recorded PSTs' emergency contact details and sighted their Blue card?	
Have you oriented PSTs to the school's pedagogical framework, behaviour management, ethos, school policy and procedures that relate to workplace health and safety, and professional conduct?	
Have you advised PSTs on how they should contact you for support? And when you might check-in on them?	
Have you advised the SBTEs how you might support them in the assessment and reporting?	
Have you advised JCU Academic Liaison if PST is at-risk of not meeting requirements?	
Have you signed and stamped on QPERF before submitting to JCU? (or given them to PSTs to submit to JCU?)  *NB: Secondary PSTs require ONE report only	
Have you directed your colleagues to the JCU Professional Experience Resource <a href="#">site</a> (pay forms; reports and supporting resources)?	
Contact: <a href="mailto:eduprofex@jcu.edu.au">eduprofex@jcu.edu.au</a> if PST is at risk or if you require assistance	

## Checklist for Site-Based Teacher Educator (SBTE)

Tasks	Tick
Have you read your PST's one-page introduction?	
Have you read the handbook?	
Have you provided PST your timetable?	
Have you provided PST with: <ul style="list-style-type: none"> <li>o student information;</li> <li>o relevant management procedures and routines;</li> <li>o curricular resources and samples of plans?</li> </ul>	
Have you clarified your expectation with PST on: <ul style="list-style-type: none"> <li>o Planning: template, level of detail, timeline</li> <li>o Teaching: preferred strategies</li> <li>o Managing: strategies and protocols</li> <li>o Assessment and Recording</li> <li>o Timeline of release of responsibility</li> <li>o Feedback and evaluation</li> </ul>	
Have you discussed your assessment with SC?	
Have you signed on the report?	
Have you given the report to SC or PST to submit to JCU?	
Have you submitted your pay <a href="#">claims</a> ?	

# Professional Experience: Our Purpose

## Objective

Upon successful completion of the professional experience program, preservice teachers will develop a demonstrated body of knowledge and a range of skills as prescribed in Australian Professional Standards of Teaching. JCU preservice teachers will also be consciously refining their beliefs and learning dispositions to construct a professional identity that resonates with their

Upon completion of the professional experience program, preservice teachers will have cultivated a habit of contributing to an image of teaching as a profession that cares, and that seeks to make a difference. Professional experience offers not only authentic learning opportunities for preservice teachers to develop the necessary skills and knowledge of teaching, but also their personal, interpersonal and emotional capabilities (Scott, 2014). In addition to developing graduate teachers who meet the prescribed Australian Professional Standards of Teaching (APST), our collective efforts also seek to develop graduate teachers who demonstrate characteristics of high calibre aspirant teachers as outlined in Queensland Schooling Sectors' Expectations of Graduate Teachers, and develop a learning disposition, "to continue to seek answers to difficult problems of teaching and learning and the skills to learn from practice as well as to learn for practice" (Darling-Hammond, 2006). Put simply, JCU graduate teachers are critically reflective and seek in their actions to be better teachers, colleagues, and community members.

With our professional learning schools, we work towards developing critically reflective JCU graduate teachers who demonstrate:

- a quality of teaching defined by APST at a Graduate level
- personal capabilities: self-awareness, decisiveness, commitment
- interpersonal capabilities: influencing, empathising
- cognitive capabilities: diagnosis, strategy, flexibility and responsiveness
- appreciation and understanding of the strengths and challenges of our region
- a professional identity that resonates with their commitment to student learning and wellbeing

*"Teaching is a profession with certain moral and technical expectations—especially the expectation that teachers, working collaboratively, will acquire, use, and continue to develop shared knowledge on behalf of students" (Darling-Hammond, 2006)*

# Overview of Placement

July 16-27

## Outline of Activities

Week	Primary & Secondary
1	Expectations Dialogue Observation: Learner Profile Co-plan, co-teach 2 lessons (Primary: at least 1 mathematics lesson) Co-reflect
2	Expectations Dialogue - midpoint Co-plan, co-teach 8 lessons (Primary: at least 2 mathematics lessons) Co-reflect
Final Day	PST: presents and discusses portfolio of evidence SBTE: reviews and reflects on PST's presentation of learning portfolio, explains evaluation and completes report

**REMINDER:** Attendance must be for complete school days and include school meetings and extra curricula activities. Preservice teachers must notify the school immediately if they cannot attend for any reason and **must negotiate make-up days**. They must also notify the Professional Experience Unit of any changes negotiated.

## Phase 1 Professional Learning Activities

### What is the structure of this professional experience phase?

2nd year professional experience consists of 10 days. Preservice teachers are required to co-teach and co-plan 10 lessons with their SBTE over the two weeks.

In the first week, preservice teachers will profile student learning and engagement through observation and interaction with students. They will discuss the profiles with their SBTEs to validate their observations. With the evidence, preservice teachers will co-plan and co-teach two lessons towards the end of week 1. SBTE feedback on these two lessons will support their co-planning and co-teaching of the eight lessons in the final week.

### How does this professional experience phase fit in the B.Ed course?

Preservice teachers should have completed five days of professional experience in their first year, and Professional Studies subject, Teaching for Learning 1 in the first semester of second year, prior to this placement. The subject introduces them to strategies of planning, teaching, classroom management and reflecting on practice.

Preservice teachers in this phase are expected to be able plan a sequence of lessons with the close guidance of their SBTEs. They have a foundational understanding of classroom management and teaching strategies.

### What is the expected teaching load?

In the first week, preservice teachers will spend a significant time on classroom observations to understand the students, SBTEs' expectations and practices, as well as engage in professional conversations with their SBTEs to learn from their expertise. They will co-plan and co-teach two lessons to gain a better understanding of their SBTE's expectations. Using their SBTE's feedback, they will develop their skills in co-planning and co-teaching over 8 lessons with the close guidance of their SBTE.

The following tables outline the professional learning activities through each week of the placement. Each week is presented as a separate table. ***The number of lessons/days allocated for planning, teaching, assessing and reflecting for each week are stipulated as minimum requirements.*** At the bottom of each table is a blank row. It has been included for preservice teachers to include notes about potential artefacts from each week of their experience that they may include in their Professional Experience portfolio. A detailed explanation on the Professional Experience portfolio is provided as well.

## Phase 1 Weekly Outlines of Professional Learning Activities: What PSTs Have to Do

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
Prior to Week 1	<p>PSTs complete the personal statement component of the Professional Experience portfolio (200 words maximum: paragraph or dot-point format), including scholarly reference materials The personal statement must make reference to the following:</p> <ul style="list-style-type: none"> <li>- Australian Professional Standards for Graduate Teachers</li> <li>- current knowledge, skills, capabilities and personal attributes relevant to teaching</li> <li>- role of reflective practice in teaching and learning</li> <li>- professional experience goals for this phase: what they are, and how they will evaluate the outcomes.</li> </ul>			
	PSTs review the QCT Code of ethics, QCT document Professional boundaries and the JCU Student Code of Conduct			
	PSTs set up a structure for their reflective journal			
	PSTs set up their Professional Experience portfolio structure by establishing one section for each of the headings on the report			
	PSTs ensure that their Blue Card is current and will not expire before the completion of their program. Ensure their Blue Card and JCU Student ID card are with them at all times while on placement.			
	PSTs ensure they have made contact with the site coordinator at their school and set up a time to meet, either in person or by telephone, to discuss their upcoming placement and begin establishing expectations for their work whilst at the school.			

Week	Focus of Professional Learning: Phase 1			
	Plan	Teach	Assess	Reflect
1	Engage in a professional expectations dialogue with SBTE	<p>Co-teach two lessons/activities (these may be part of a lesson or an entire lesson)</p> <p>Primary: At least one mathematics lesson/activity</p>	<p>Co-assess the impact of their pedagogical decisions in each of the lessons that they co-taught</p>	Co-reflect with SBTEs against the report: with a view to preparing to co-plan and co-teach eight lessons
	Observe learners and construct a class profile			Seek targeted feedback in relation to key aspects of their practice.
	Observe classroom organization, establishment of positive learning conditions and expectations			Annotate lesson plans with modifications suggested by SBTE as well as from PSTs' reflections
	Observe SBTEs' teaching and approach in promoting a positive learning environment			Incorporate SBTE feedback into next step planning
	Gather relevant curricular resources for planning			
	<p>Co-plan two classroom lessons/activities (these may be parts of a lesson or an entire lesson)</p> <p>Primary: At least one mathematics lesson/activity</p>			Finalise a ½ page written reflection which synthesises their professional learning for Week 1, incorporating scholarly references
Sources of evidence for portfolio				

Week	Focus of Professional Learning: Phase 1			
	Plan	Teach	Assess	Reflect
2	Engage in a professional expectations dialogue with SBTE	Co-teach eight lessons  Primary: At least two mathematics lessons	Co-assess the impact of their pedagogical decisions in each of the lessons that they co-taught	Co-reflect with SBTEs against the report
	Refine learners and construct a class profile			Seek targeted feedback in relation to key aspects of their practice.
	Maintain classroom organization practices, positive learning conditions and expectations			Annotate lesson plans with modifications suggested by SBTE as well as from PSTs' reflections
	Observe and adopt SBTEs' teaching and approach in promoting a positive learning environment			Finalise a ½ page written reflection which synthesises their professional learning for Week 2, incorporating scholarly references
	Use relevant curricular resources for planning			
	Co-plan eight classroom lessons			
Primary: At least two mathematics lessons				
Sources of evidence for portfolio				

## ED2488 – Optional Paired Placement

Note: Second year PSTs have the option of a paired placement for the two-week practicum; as such PSTs may express a desire to be placed with another PST as a pair.

Schools that are able to accept the placement of the collaborative teaching pair with one SBTE in one classroom are asked to read this information page. The Professional Experience Unit will prepare PSTs for the paired placement through professional experience lectures.

### Outcomes for the Paired Placement

- In pairs, complete 10 days guided planning, teaching, and evaluation with one SBTE
- Co-plan and co-teach minimum of 6 lessons of 30 minutes duration (or equivalent) with each PST taking on the role of lead teacher for 2 of those lessons
- Individually plan and teach 6 lessons of 30 minutes duration (or equivalent)
- Provide feedback as a critical friend to the paired PST.
- Continue to develop Professional Learning Portfolio relating to the activities outlined in this handbook.

### Planning and Teaching as a Collaborative Pair

At the beginning of the two-week block, it is expected that PSTs will collaboratively work with his/her teaching partner *and* the SBTE to plan the strategies to be employed to meet the outcomes of this practicum. The aim of this collaborative approach to learning is to encourage the PST to develop high quality communication, interpersonal skills, collaboration, and work towards the APST standards, particularly for professional practice.

PSTs will coplan and coteach 10 lessons (or equivalent in ECE). The SBTE and the teaching partner will observe and offer feedback. Each teaching partner for half of the designated lessons will assume the role of 'lead teacher'. When not the 'lead teacher', it is anticipated that the PST will be a 'support teacher' who is actively engaging with the students during the lesson. The format and structure for co-teaching may be organised according to the context, as agreed upon with the SBTE. For example, one PST may be 'lead teaching' for a 30 minute block, or each teaching partner could intermittently take up the position of 'lead teacher' and/or 'support teacher' throughout a teaching session. The PSTs will gather data about their learners and share the responsibilities associated with planning for learning. This includes making decisions about lesson outcomes and developing ways to assess those outcomes. Primary PSTs should aim to teach at least 3 lessons in mathematics. The PSTs have completed studies in maths curriculum for primary education. The remainder of the lessons should be taught from any other curriculum area. There should be as many lessons as possible taught to the whole class.

Observations should be completed in collaborative ways.

Reporting – PSTs must develop their own Professional Learning Portfolio and map their performance over the Learning Cycle.

# Professional Experience Portfolio: SBTEs' Responsibilities

Preservice teacher (PST) will compile a Professional Experience portfolio throughout their placement. This portfolio will continue to develop as they progress through their program. The portfolio will be structured to include 6 sections:

- Personal statement
- Planning effectively
- Teaching effectively
- Managing effectively
- Assessing and recording learning
- Professional Conduct

Table 1 below summarises the suggested artefacts of the Professional Experience portfolio, along with artefacts to include. This is not an exhaustive list – the table outlines suggested artefacts for inclusion in their portfolio. It is the PSTs' responsibility to compile their professional portfolio and initiate discussion with their SBTEs about it.

SBTEs, please provide the following support to your PSTs:

1. Discuss with PST the relevant samples for the purpose of this placement
2. Provide relevant samples to illustrate your expectations of practice
3. Discuss pedagogical dilemmas and decisions using the artefacts
4. Use the portfolio as one of the sources of evidence of practice in your evaluation

**The specific artefacts chosen** in each section of the portfolio should be carefully selected so that they **evidence preservice teacher's capacities** in relation to each of the relevant **Australian Professional Standards for Teachers (APST)** as outlined on the report.

**Table 1: Professional Experience Portfolio**

Professional Experience Portfolio	Suggested Artefacts for inclusion
Personal statement	Written philosophy, professional experience goals, including scholarly references
1. Planning effectively	<p><b><i>Collecting and interpreting baseline data to establish students' learning needs and current levels of performance.</i></b></p> <ul style="list-style-type: none"> <li>• Class profile</li> <li>• Learner profiles based on records and observations of classroom talk and patterns of interactions (3 focus students: below, at and above level of achievement)</li> </ul> <hr/> <p><b><i>Establishing differentiated learning goals and organizing content into effective learning and teaching sequences.</i></b></p> <ul style="list-style-type: none"> <li>• Four lesson plans and post implementation annotations (for secondary: two lesson plans for each teaching area or four for one)</li> <li>• Evidence of written reflections, that show the incorporation of SBTE strategies which include links to scholarly reference materials</li> </ul>

2. Teaching effectively	<p><b><i>Enacting plans and reflections on differentiated activities</i></b></p> <ul style="list-style-type: none"> <li>• Two exemplars of differentiated learning activities, including resources customised or created by PSTs, to facilitate student learning</li> <li>• Two exemplars of annotated student work; providing evidence that PSTs monitored and supported student learning</li> <li>• Evidence of written reflections on the next steps for teaching based on evidence of student learning; application of SBTEs' feedback with links to scholarly reference material</li> </ul>
3. Managing effectively	<p><b><i>Create and maintain supportive and safe learning environments.</i></b></p> <ul style="list-style-type: none"> <li>• Record of classroom management practices and routines,</li> <li>• Evidence of written reflections on creating and sustaining a positive learning environment</li> </ul>
4. Assessing and Recording Learning	<p><b><i>Assess, provide feedback and report on student learning.</i></b></p> <ul style="list-style-type: none"> <li>• Two exemplars of written feedback provided to students</li> <li>• Evidence of written reflection on monitoring and supporting student learning</li> </ul>
5. Professional Conduct	<p><b><i>Engage professionally with colleagues, parents/carers and the community.</i></b></p> <ul style="list-style-type: none"> <li>• Document participation in school activities (one page): duties, staff meetings, PDs, effort to be a contributing member of the school</li> <li>• Annotation of key school policies and procedures to demonstrate understanding school policies (selected samples)</li> </ul>

# Assessment Guide

Professional experience is an opportunity for preservice teacher to learn within and through practice. Their learning is demonstrated through their contributions to student learning as well as their professional reflections on their contributions to the classroom and the wider school community.

In making this formal evaluation, SBTEs will take into consideration:

- the evidence of pre-service teacher learning
- daily practices
- preservice teachers' reflection based on their portfolio of evidence
- consultation with Site Coordinator
- [QCT Evidence Guide for Supervising Teachers](#) ( 'Engagement' level)

**Each placement is assessed using one report. At the end of this placement, PSTs must demonstrate a minimum of Developing Adequately level in all descriptors to pass this professional experience.**

## Assessment Ratings:

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

## Assessment Procedure

Prior to the last day of placement, preservice teacher should organize a time to discuss their practice with their SBTE.

By the last day of each placement, SBTE will discuss their evaluation with PST. The discussion includes:

- Evidence of practice using the Professional Experience Portfolio
- Key strengths, areas of concern and suggestions for improvement

The report may be completed in hard copy or via the fillable PDF version of the report, which is available here:

<https://www.jcu.edu.au/college-of-arts-society-and-education/education/professional-experience/professional-experience-overview/site-coordinators>

- Provide descriptive feedback in the report, in particular in 'Overall Comments'
- Sign the completed report digitally (if using PDF), or with a pen (if using hard copy).
- Make a copy of the completed report and retain this copy for their records
- Submit the signed and completed report to [eduprofex@jcu.edu.au](mailto:eduprofex@jcu.edu.au) (if in PDF format) or to the College of Arts, Society and Education office within 7 days of the completion of placement

# Preservice Teacher Intervention Notification – Guidelines for Use

The “*Intervention Notification*” is designed for use by **preservice teachers only**, to trigger a response from the Professional Experience Unit at JCU to the student submitting the notification. (Please refer to the “Preservice Teacher At Risk Notification” for use by the site coordinator or supervising teacher).

**In the event of a problem or concern for a preservice teacher, the required process is summarised in the following:**

**Step 1:** Preservice teacher raises concern with her/his SBTE.

**Step 2:** If issue is not resolved following discussion with supervising teacher, the preservice teacher raises concern with the school’s site coordinator as early as possible (the site coordinator is the main point of contact in schools for JCU).

**Step 3:** Preservice teacher requests the site coordinator set up a meeting involving all parties – the preservice teacher, SBTE and site coordinator – to discuss the issue of concern.

**Step 4:** If the concern remains, the preservice teacher completes and submits the Intervention Notification form (see next page) via email to the Professional Experience Unit. If the matter is urgent, please phone the Professional Experience Unit to alert us to the incoming email.

The “*Intervention Notification*” is a form designed for use by preservice teachers only, to trigger a response from the Professional Experience Unit at JCU to the student submitting the notification.

Upon receipt of the Intervention Notification, the Professional Experience Unit will notify the relevant Academic Liaison who will then make contact with the preservice teacher to discuss the matter of concern. If necessary, the Academic Liaison will visit the school to discuss the matter with the parties concerned – the preservice teacher, site coordinator and/or supervising teacher.

## Intervention Notification

This report is designed for use by **preservice teachers** to trigger a response from the Professional Experience Unit to an issue or concern. Many issues are swiftly resolved if raised early. It is critical that preservice teachers who are experiencing difficulty advise the Professional Experience Unit.

Submission of this form: [eduprofex@jcu.edu.au](mailto:eduprofex@jcu.edu.au)

If the matter is urgent then also phone (07) 4781 5529

<b>Preservice teacher:</b>	Name:  Signature: _____ Date: _____
<b>Contact details:</b>	Mobile:  Home Phone:  Email:
<b>Professional Experience School/Centre:</b>	
<b>Professional Experience Block:</b>	ED2488: Second Year Professional Experience
Brief summary of issue/concern:	
Brief summary of any action to date to address issue/concern:	

# At Risk Notification – Guidelines for Use (SBTE & Site Coordinator)

## PURPOSE

The “*Preservice Teacher At Risk Notification*” process during professional experience is designed to alert the preservice teacher and Education to areas of concern identified by the **SBTE and site coordinator**. The At Risk Notification process should be used in any of the following circumstances:

- Where the SBTE and site coordinator believe that the preservice teacher could, with additional effort and attention, work to demonstrate competence in all criteria required in the professional experience.
- Where the preservice teacher is failing to respond effectively to feedback provided by the SBTE and site coordinator.
- Where the SBTE and site coordinator believe that intervention from the Professional Experience Unit would assist the preservice teacher.

The “*Preservice Teacher At Risk Notification*” form should be **submitted as early as possible**. This allows time for intervention to occur.

**The IDEAL process for submitting the “*Preservice Teacher At Risk Notification*” form is summarised in the following:**

**Step 1:** SBTE raises concerns about progress directly with both the site coordinator in the school and with the preservice teacher.

**Step 2:** Site coordinator sets up a meeting with SBTE and the preservice teacher in the school to discuss concerns and completes the “*Preservice Teacher At Risk Notification*” form. The form is then emailed to JCU and the Coordinator phones the Professional Experience Unit to notify of lodgement. [email: [eduprofex@jcu.edu.au](mailto:eduprofex@jcu.edu.au)]

**Townsville**      4781 6549 (*Primary, ECE, RATEP*)  
                         4781 4681 (*Secondary*)

**Cairns**            4232 1716 (*ECE, Primary, Secondary*)

**Step 3:** JCU Professional Experience Unit immediately notifies the Academic Liaison who:

- Makes contact with the school and the preservice teacher
- Organises to discuss concerns with the preservice teacher and the supervising teacher
- In collaboration, develops an action plan – this may include counselling etc. BUT will NOT include more time in the school

**Step 4:** All parties review progress to determine competency level.

If further action is required, the site coordinator should contact the Director of Professional Experience via email: [laikuan.lim@jcu.edu.au](mailto:laikuan.lim@jcu.edu.au) or phone (07) 4781 5529

**NB (1):** Please note that while it is recommended that the “*at risk*” process be used when there are concerns about a preservice teacher, it is not an essential step and preservice teachers may still be deemed “*not competent*” even if an “*at risk*” notification has not been submitted.

**NB (2):** This process should not be used if the preservice teacher is **CLEARLY NOT COMPETENT** to proceed. If a preservice teacher is deemed not competent to proceed at any stage during final year, the JCU Professional Experience Unit will work with the preservice teacher to develop an action plan to address concerns raised. The completion of appropriate intervention almost always allows for a repeat practicum period (in a different school location).

## At Risk Notification

In order to be judged 'Competent to Proceed' preservice teachers **must have met minimum requirements for each practicum phase as identified in the report**. Please email a summary of areas of concern as described by the report, indicating in which of the descriptors in the report the preservice teacher is experiencing difficulty.

<b>Preservice teacher</b>		
<b>School</b>		
<b>Name of person completing form</b>		<b>Signature:</b>
<b>Professional Experience Block:</b>		

Please indicate the areas of concern as linked to the report outcomes and email to:  
[eduprofex@jcu.edu.au](mailto:eduprofex@jcu.edu.au)

If the matter is urgent then also phone (07) 4781 5529

REPORT AREA	Comments
Section 1: Planning Effectively	
Section 2: Teaching Effectively	
Section 3: Managing Effectively	
Section 4: Assessing and Reporting Effectively	
Section 5: Professional Conduct	

**PLEASE PROVIDE THE PRESERVICE TEACHER WITH A COPY OF THIS ADVICE**

**Professional Experience Report**

Return report to JCU Profex within 7 days of completion of practicum. Retain a copy before submitting original.

Preservice Teacher:			Student Id:	
School				
SBTE/s:				
Primary	Year Level:	Secondary	Year Level & Subjects	

Preservice teachers focus on developing their decision-making processes in planning, teaching, managing, giving feedback and collegial relationships. By the end of second year, the preservice teacher demonstrates understanding and application of the Early Years Learning Framework (for ECE settings), the Australian Curriculum and the Australian Professional Standards for Teachers at Engagement level (QCT Assessing APST Evidence Guide).		Satisfactory		Not Developing	N/A
		Well Developed	Developing Adequately		
<b>Planning effectively – Preparation for teaching</b>					
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1				
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3				
Organise content into an effective learning and teaching sequence.	APST 2.2				
<i>Comments:</i>					

Teaching effectively – enactment of teaching					
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1				
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5				
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3				
<i>Comments:</i>					
Managing effectively – create safe and supportive learning environments					
Demonstrate the capacity to organize classroom activities and provide clear directions	APST 4.2				
<i>Comments:</i>					
Assessing and recording learning					
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2				
<i>Comments:</i>					
Professional Conduct					
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1				
<i>Comments:</i>					

Overall Comments:

Professional Experience Result			Requirements		
Developing adequately	Well developed		Unsatisfactory	Completed 10 Days	
				Completed professional portfolio recommendations	
<b>Ready to proceed to next professional experience stage</b> 			<b>Not yet ready to proceed to next professional experience stage.</b> 	Minimum of 'Developing Adequately' in all descriptors.	

<b>Preservice teacher's name</b>		<b>Signature</b>	
		<b>Date</b>	
<b>Supervising teacher's name</b>		<b>Signature</b>	
		<b>Date</b>	
<b>Site coordinator's name</b>		<b>Signature</b>	
		<b>Date</b>	