

Bachelor of Education
(Early Childhood Education)
3rd Phase Professional Experience Handbook



Contents

Placement Information	3
Placement Goals & Structure Level 3 Placements	4
Program Overview	5
Professional Experience Contacts	6
Important Placement Notice	7
Placement Dates & Requirement Breakdown	8
Roles and Responsibilities.....	9
Placement Checklist	10
Placement Support	13
JCU Resource Portfolio	14
Drop-In Sessions	14
Preservice Teacher Request for Intervention	15
At-Risk Early Intervention Notification	16
Purpose The At-Risk Notification	17
Assessment Details.....	18
Guidelines for Assessment	19
Assessing 3rd Phase Professional Experience.....	20
Placement Portfolio Requirement	21
Submission of Reports	22
Individual Placement Details	23
Level 3 Planning and Teaching Focus	24
ED3442 Goals and Placement Overview	25
ED3442 Learning Tasks in Details	26
ED3442 Professional Experience Portfolio	31
ED3442 Professional Experience Formative Report	33
ED3097 Goals and Placement Overview	36
ED3097 Summary of Evidence	37
ED3097 Learning Tasks in Details	38
ED3097 Professional Experience Portfolio	41
ED3097 Formative Discussion Points	43
ED3097 Professional Experience Report	45
ED3590 Placement Goals	50
ED3590 Learning Tasks in Detail	51
ED3590 Professional Experience Statement of Completion Report And Attendance Record	54
Placement Appendices	56

Placement Information

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

Placement Goals & Structure Level 3 Placements

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS

This infographic explains the overarching goals for the level 3 Professional Experience Work Integrated Learning Program

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



STRUCTURE

OF PROFESSIONAL EXPERIENCE

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

PLACEMENTS

ED3590

1

Birth - 2 year setting

ED3097

3

school - setting

ED3442

2

school - setting

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-ending assessment task to guide their planning, as a means to appraise the impact of their practice



Further, develop abilities towards independent practice

ED3590 - 10 DAYS

ED3442- 5 DAYS / ED3097 - 15 DAYS

Program Overview

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

Study Periods 81 - 86

Level 1 Subjects

Educational Psychology: Learners and Learning	Education Perspectives and Practice
Foundations of Language and Literacy in Education (10-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 (10-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
Postal Address	Student Placements Team Nguma-bada Campus Building A4, Room 124a Cairns QLD 4870	Student Placements Team Bebegu Yumba Campus Building 4, Room 268 Townsville QLD 4811
Student Placement Team		
For all general correspondence related to Professional Experience	07 4781 6333	Student Placements Team
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 Portfolio: Placement Portfolio -Evidence of Demonstrating Practice GTMJ: Guide to Making Judgement GRR: Gradual Release of Responsibility	CASE: College of Arts, Society and Education  This Handbook provides internal and external hyperlinks	
Glossary of Web Links		
Version 9 The Australian Curriculum Early Childhood Australia The Australian Children's Education & Care Quality Authority (ACECQA) Queensland kindergarten learning guideline Age Appropriate Pedagogies NCCD Supporting Students with disability	JCU Professional Experience for Teachers 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	

Important Placement Notice

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

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

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

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

Placement in the Early Childhood Centre

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



Placement Dates & Requirement Breakdown

ED3442 – Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities

Term 2: 10th June – 14th June (5-day consecutive block) School Setting

- **Before Placement Commencement Date:** Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- Targeted observation & participation in all class learning experiences
- **Co-plan** and **co-teach** with a [Team Teaching Model](#) of choice -1 **English** & 1 **Mathematics** lesson with SBTE in the *Lead Teacher role*
- **Independently plan** and **teach** with a [Team Teaching Model](#) of choice - 1 **English** & 1 **Mathematics** lesson

Reporting

When	- Within 5 days of Placement completion to support student subject progression
What	- Professional Experience Formative Report to prepare PST for the next phase of Placement - PST must complete Professional Experience Portfolio requirements
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team

ED3097 – Reflective Teaching Cycles and Positive Learning Environments

Term 3: 5th August – 23rd August - (15-day consecutive block)

Return to ED3442 Term 1 School

Full-Time Load is equivalent to the load allocated to a beginning Graduate Teacher in your context, including non-contact

- **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 provide a **Gradual Release of Responsibility** for PST to take over the *Lead Teacher role* for more **independent** planning & 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 complete Professional Experience Portfolio requirements - 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

ED3590 – Early Childhood Education and Care 2

Term: 4: 11th November – 13th December (10-days staggered) Birth – 2 ECE Setting

The day per week aligns with the learning within weekly lectures

Days are negotiated between PST and SBTE, avoiding clashes with coursework lectures and suitability to SBTE's program schedule

- **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 a week)
- Engage for a minimum of 5 hours of Educational program and practice **contact time** per day ([Quality Area 1](#))
Additional preparation time and reflection time – maximum 6 hours per day

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 **Professional Experience Placement Requirements Policy Procedure**
- PST emails an introduction to Site Coordinator
- PST arranges an introductory meeting time to meet SC & SBTE prior to Placement
- SC orientates PST to Centre/School culture, policy and expectations
- SC inducts PST to Workplace Health and Safety policy and procedures
- JCU offers optional online support sessions for SC & SBTE prior to Placement

Expectations

- PST & SBTE expectation discussion regarding Assessment Report & plan for Placement
- SBTE shares relevant school/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 SC notifies JCU
- JCU provides support to PST and SBTE upon notification of PST 'At Risk'

Engagement

- SBTE models, supervises, monitors, assesses, mentors, gradually releases responsibility to PST
- 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 and the ACECQA National Quality Standards
- PST monitors student learning, contributes to 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 to PST
- SBTE uses Portfolio to support evaluation of PST's performance
- One Professional Experience Placement Report per Placement block
- Professional Experience Formative Report ED3442
- Statement of Completion & Attendance Record ED3590
- Professional Experience Report ED3097: Minimum of Developing in EACH descriptor at Engagement Level
- SC submits signed Professional Experience Reports & Records to Student Placement Team - cc Preservice Teacher
- Report is due within 5 days of Placement completion for course progression

Placement Checklist

A Quick "Go To Guide"

Pre-Placement Check	Pre-Service Teacher	Site Coordinator	Site-Based Teacher Educator
	<p>Meet all Professional Experience Placement Requirements to be eligible for Placement- including attendance at Professional Experience Workshops</p> <p>Ensure your Blue Card is current</p> <p>Access the LearnJCU EDU_PROFEX Community Site 3rd Phase Folder for supporting documents and templates</p>	<p>Direct your colleagues to the provided 2024 JCU Professional Experience Resource Portfolio - Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources</p> <p>JCU offers 'Optional 30 min online support' to schools/centres who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements</p> <p>See School Partnership Support Timetable in the 2024 JCU Professional Experience Resource Portfolio for all joining links</p>	<p>JCU offers 'Optional 30 min online support' to schools/centres who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements before placement</p> <p>See School Partnership Support Timetable in the 2024 JCU Professional Experience Resource Portfolio for all joining links</p> <p>Ensure you have received and have access to the following: JCU Professional Experience Resource Portfolio, which includes</p> <ul style="list-style-type: none"> • Placement Handbooks • Induction Document • Digital Reports • Professional Experience Partnership General Handbook
	<p>Contact the Site Coordinator - Ensure you have included a Professional email signature</p> <p>Agree to meet to discuss your upcoming Placement</p>	<p>Record PST's emergency contact details and sight their Blue Card</p>	<p>Meet with Preservice Teacher</p> <p>View PST's learning development and previous placement experience within the Program Overview</p>
	<p>Enquire about the School/Centre's Workplace Health and Safety Policy and Risk Management Policy</p> <p>Become familiar with school/centre policies</p> <p>You may be required to be proactive and ask your Site Coordinator or Supervising Teacher about these policies</p> <p>You may be required to "sign off" on your understanding of the policies</p>	<p>Advise the SBTE how you might support them in the assessment and reporting</p> <p>Become familiar with the Key Elements of the Integrated Learning Program Partnership <i>General Handbook</i></p> <ul style="list-style-type: none"> • Placement Requirements • At-Risk Procedure • Pay claims <p>Induct PST to Workplace Health and Safety school policies and procedures</p> <p>Orient PST to the school ethos, professional conduct expectations, pedagogical framework, behaviour management policies and school procedures</p> <p>Advise PST how they should contact you for support</p> <p>Advise PST when you might check- in on them</p>	<p>Become familiar with 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.19 • Placement Details • ED3442 pp.25-33 • ED3097 pp.36-45 • ED3590 pp.55 -55

Pre-Placement Check

Review the following documents

QCT

[Code of Ethics](#)
[Professional Boundaries](#)
[Guide of Evidence](#)

JCU

[Student Code of Conduct](#)

ACECQA

[National Quality Standards](#)
[ACE Code of Ethics](#)

Have **full** knowledge of

- Professional Experience -[Student General Handbook](#)
- Induction Document
- Professional Experience Handbook
- Placement Learning Goals
- Detailed Weekly Learning Tasks
- Portfolio Requirements
- Assessment & Reporting Requirements

Prearrange your [Portfolio](#) structure – include the 5 sections of the Professional Experience Report

Review Subject Outlines with assessment items linked to Professional Experience and plan to collect artefacts, as required

Utilise Support Documents

- [QCT Evidence Guide \(for Engagement\)](#)
- Support resources for SBTE: See QCT [website](#)

Provide PST with the following

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

Clarify your expectations with your PST:

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

During Placement Check

Discuss with SBTE the required artefacts for assessment

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

Follow the detailed weekly placement tasks

Engage in professional dialogue

Develop a Professional Experience Portfolio

Use Portfolio throughout the Placement to guide reflective practice discussions with SBTE

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

The form is located in the JCU Resource Portfolio

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

Concluding Placement

Ensure all resources and teaching materials are returned, and professional courtesy and good manners are exhibited in your thanks towards all staff and the school/centre community after your Placement

Retain a copy of your signed Professional Experience Report

Sign the Professional Experience Report/ Record before submitting it to the JCU [Student Placement Team](#)

Please cc PST in the email so they may retain a copy of the Digital Report

Supporting the assessment processes and JCU's commitment to academic integrity, all reports are to be returned ONLY by SC

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

Sign the Professional Experience Report for each Placement and submit it to SC to submit to JCU

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



Placement Support

JCU Resource Portfolio

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

Drop-In Sessions

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

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

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

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

If confirmed as hosting a 3rd Year Preservice Year

For any Placement scheduled in Term 1 and 2

Please click on the Link  to access the JCU session.

Optional Support

Drop-In Prior to the commencement of the Placement

Any Time between 3.30 pm – 4.30 pm

[Wednesday 20th March](#) 

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

For any Placement scheduled in Term 2 and 3

Please click on the Link  to access the JCU session.

Optional Support

Drop-In Prior to the commencement of the Placement

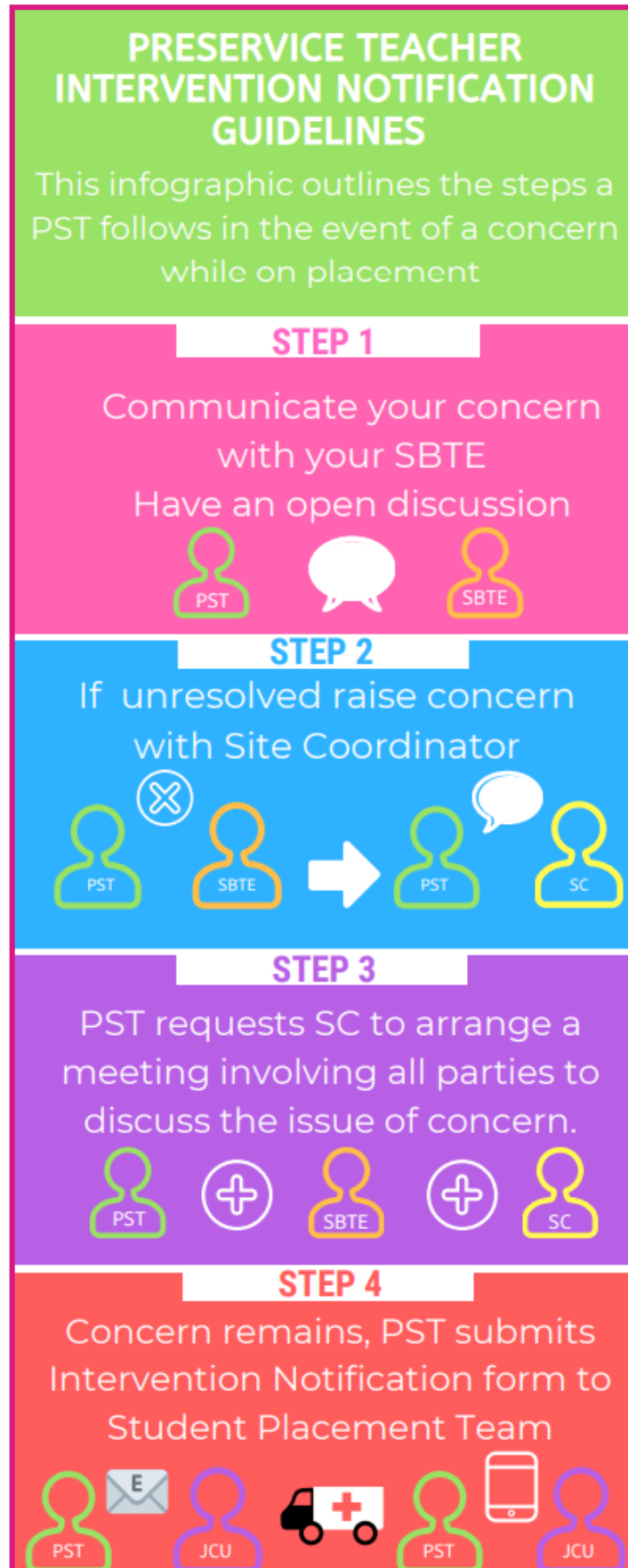
Any Time between 3.30 pm – 4.30 pm

[Wednesday 5th June](#) 

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

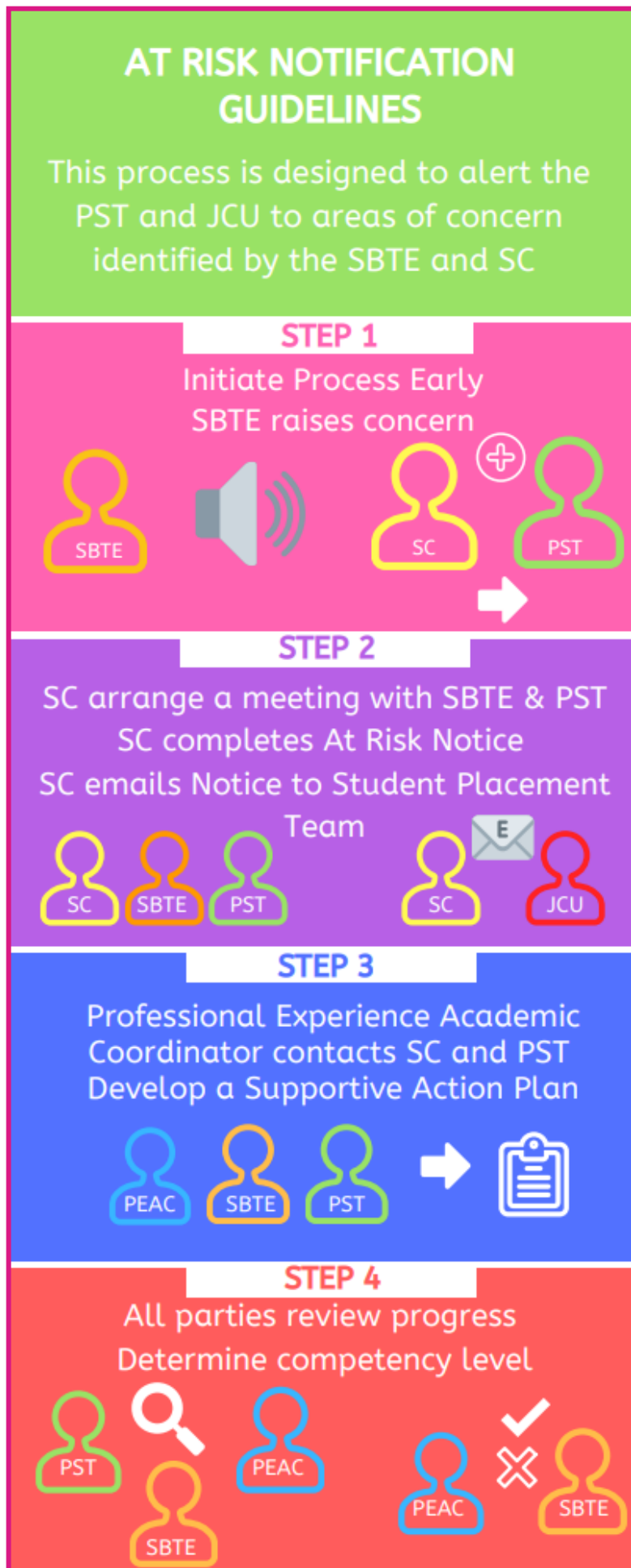
Preservice Teacher Request for Intervention

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



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

At-Risk Early Intervention Notification



Purpose The At-Risk Notification

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

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

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

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

On receipt of the At-Risk Notification form

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

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

If further action is required, the Site Coordinator should contact the Professional Experience Academic Coordinator [Education] via email: trisha.telford@jcu.edu.au or phone (07) 47815424.

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

Assessment Details

Guidelines for Assessment

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 and provide constructive 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 3rd Phase 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	Preservice Teacher
Making the formal evaluation, take the following into consideration	Regularly discuss practice and self-appraisal to ensure ongoing development
<ul style="list-style-type: none"> • QCT Evidence Guide for Supervising Teachers ('Engagement' level) • Preservice Teacher's daily engagement • Preservice Teacher's evidence curated in their Professional Experience Portfolio • Professional dialogue of practice and professional learning during Placement 	<ul style="list-style-type: none"> • Curated evidence of practice using the Professional Experience Portfolio • Key strengths, areas of concern and suggestions for continued development toward Graduate Level • Specific feedback on the area of specialisation

Success Indicators	
Engagement	Achievement
Preservice teachers focus on using a range of data to inform and appraise their practice. By the end of third year, preservice teachers demonstrate the relevant Australian Professional Standards for Teachers at a high Engagement level (QCT Assessing APST Evidence Guide).	
Successful demonstration of engagement with a Graduate Standard – the Preservice Teacher: <ul style="list-style-type: none"> • with some advice and support, is able to link/design/source ... • is usually able to ... • is aware of, understands • has some capacity ... • is often prepared to ... • initiates some ... 	Successful demonstration of achievement of a Graduate Standard – the Preservice Teacher: <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 ... • frequently initiates ...

Assessment Ratings:

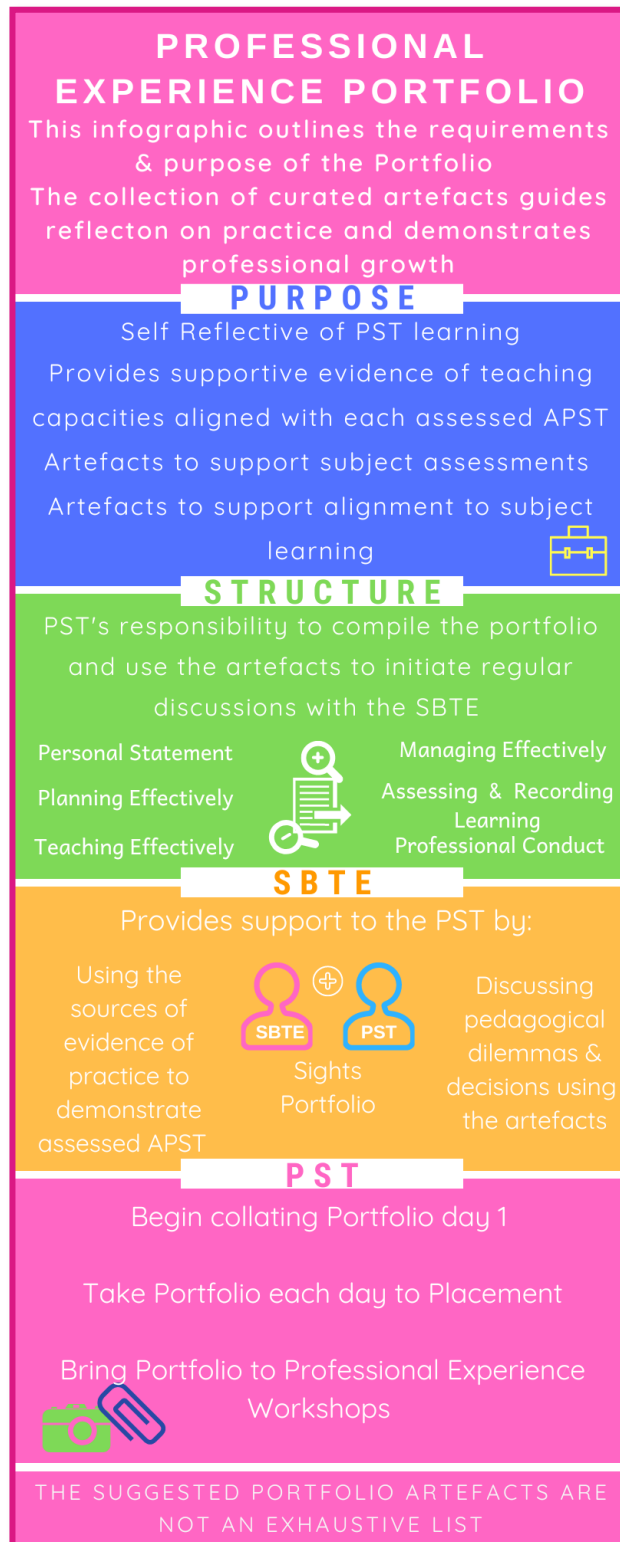
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage
Developing adequately towards graduate level	Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement 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

Before the last day of Placement, the Preservice Teacher should organise a time to discuss their final assessment and Professional Experience Report with their Site-Based Teacher Educator. This is an opportunity to provide final feedback to support the PST in planning their next Placement learning goals.

Placement Portfolio Requirement

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

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



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

Submission of Reports

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

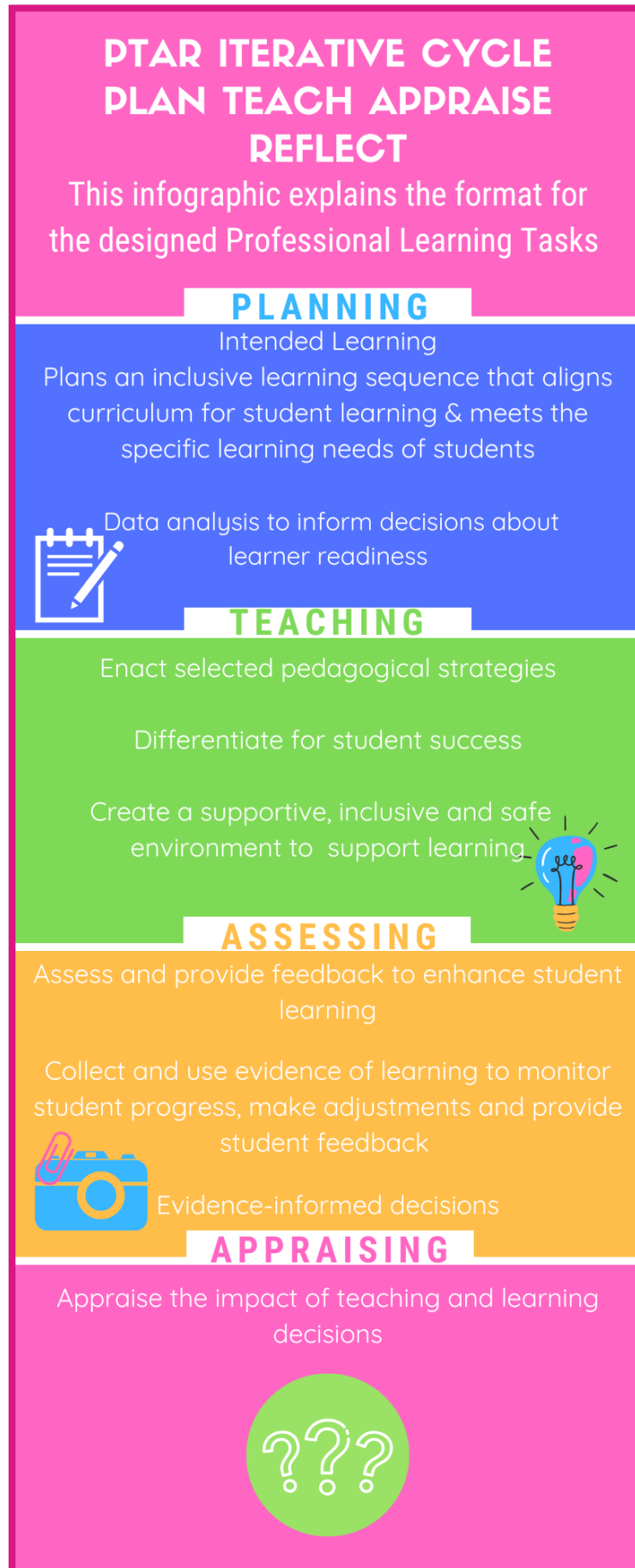
Copy

- 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

Individual Placement Details

Level 3 Planning and Teaching Focus

Preservice teachers synthesise and integrate advanced curriculum knowledge for 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 chosen pedagogical decisions, drawing on evidence of learning to inform ongoing planning decisions.



ED3442 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED3442

This infographic explains the overarching goals for the ED3442 Work Integrated Professional Experience program

GOAL 1

Support student learning with an inclusive approach both with language and practice

Focus on differentiating pedagogy to meet learner needs



GOAL 2

Recognise the indicators of a range of differentiated special education needs and be supported to design and identify appropriate education strategies and assessment



GOAL 3

Use the GRR model, plan and teach lessons differentiated to meet learner requirements



GOAL 4

Continue to develop the practice of planning, teaching, assessing and reflecting upon practice to support all needs and strengths of learners



Expectations dialogue
Observe & record class routines and procedures



Co-plan lesson 1



DAY 1

Develop Learner Profiles
Support student learning



Co-teach lesson 1



DAY 2

Observe strategies of teaching, assessment for learning that supports all learners needs and strengths



Co-teach lesson 2



DAY 3

Independently teach lesson 3



DAY 4

Support student learning



Independently teach lesson 4



DAY 5

ED3442 OVERVIEW

ED3442 Learning Tasks in Details

Day	Teaching & Learning Cycle – PTAR			
	2 co-planned and co-taught lessons (1 English & Maths) and 2 independently planned and taught lessons (1 English & Maths)			
	What is the intended learning?(Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
1	<p>Engage in a professional expectations dialogue with SBTE and discuss both ED3442 Placement Goals & your personal goals</p> <p>Discuss with SBTE the required collection of artefacts for assessment requirements</p> <p>Guided co-planning discussion for 1 lesson (lesson 1) English or Maths (dependent on timetable)</p> <p>Guided Planning discussion & consideration</p> <ul style="list-style-type: none"> • Differentiate for a minimum of 3 focus children – demonstrate through documentation in the original plan, e.g. curriculum, environment, learning experience, affect, wellbeing) • SBTE’s expectations of written documentation for the two co-planned lessons for SBTE to review, e.g. lesson procedure and transition between stages and lesson plan format • Behaviour management strategies and the difference between challenging behaviours and strategies to support inclusive student participation and engagement in classroom learning tasks for all children <p>From the guided planning discussion, PST writes the lesson plan 1 review on day 2</p>	<p>Provide incidental support to student learning (individual and small groups)</p> <p>Take the initiative to know learners and contribute to their learning and engagement</p>	<p>Targeted observation of PBL Tier 1 universal supports and strategies for class routines and procedures that support a learning environment for all students</p> <p>Observe & record strategies that support inclusive participation, engagement, well-being, and safety</p> <p>Ethically & confidentially develop whole class profile - Include class/student behaviour plans, (EAP), (IEPs), (ISP) (NEPs)</p> <p>Ethically & confidentially gather children’s learning plans - data on learning and achievement data & evidence collected for NCCD</p> <p>Ethically & confidentially develop 3 student profiles with current performances representative of 'below' 'at' 'above' year level benchmark - same as current standard for Assessment Item 2</p>	<p>Reflect on your observation notes on how class routines and procedures promoted a supportive and safe learning environment, inclusive for all learners</p> <p>Co-reflect with SBTE</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>PST discuss with SBTE your written philosophy, as per the Portfolio</p>
<p>Each day PST initiates professional discussion with SBTE using chosen suggested discussion points & artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice</p> <p>How chosen routines and procedures impact a supportive, inclusive, and safe learning environment. Learner diversity within the class and the functional impact on learning and planning for learning. NCCD reporting requirements and the moderation processes with the school - including disability categories and what constitutes as evidence. Reporting requirements, including NCCD and the significance of the profession. APST 7.2</p>				

Day	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
2	<p>Review with SBTE the written lesson (lesson plan 1)</p> <p>SBTE provide feedback on PST's documented lesson plan</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</p> <p>Discuss planning considerations for inclusive pedagogical choices of teaching strategies and inclusive language, particularly with students (if applicable) with a disability</p> <p>Guided planning discussion for 1 lesson (lesson 2) English or Maths (dependent on timetable)</p> <p>Guided Planning considerations</p> <ul style="list-style-type: none"> • Use review feedback from lesson plans and teaching from 1st lesson to inform planning • lessons are to be differentiated and demonstrate inclusive strategies (e.g. academic, social/emotional wellbeing, ecological, behaviour management) • resources, including digital literacies, that engage students in their learning, particularly students with a disability <p>PST writes lesson plan 2 for review on day 3</p>	<p>Model teaching strategies appropriate for English and Maths support learners' needs and strengths</p> <p>Model teaching strategies, particularly to engage students with a disability</p> <p>Co-Teach lesson 1 with a Team Teaching Model of choice</p> <p>Support student learning (individual/small groups) with a focus on being inclusive and exploring inclusive language and practices</p>	<p>Observe and record how the class and three focus students engage in learning and interact with their peers</p> <p>Targeted observation of PBL Tier 2 supports and strategies of focused interventions</p> <p>Observe and record the teaching strategies from English & Maths lessons</p> <p>Observe and record the inclusive teaching strategies, particularly with students with a disability</p> <p>Assess for learning and provide student feedback (particularly with students with a disability) and advice on how to improve their work towards meeting either summative or formative assessment</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>Reflect on your teaching practices (what was evidence of learning and evidence of how learning did not meet the planned learning intentions)</p> <p>Reflect upon student engagement for diverse learning needs of students, including those with a disability</p> <p>Use reflective analysis from student assessment to make adjustments for the next lesson plan</p> <p>SBTE provide feedback on PST's teaching, including how they incorporated differentiation and inclusive strategies</p>

Suggested focus points using the [Placement Portfolio artefacts](#) to engage in professional dialogue and reflective practice with SBTE

Equity, inclusion, inclusive education strategies & practices and what school-based policies support inclusive education, including how parents/carers are involved in the educative process

Student history of focus students

Experiences with different models or approaches to differentiation

Day	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
3	<p>Review with SBTE the written lesson (lesson plan 2)</p> <p>SBTE provide feedback on PST’s documented lesson plan</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>SBTE provide feedback on independently planned lesson plan and differentiation and inclusive strategies</p> <p>Use one of your co-taught lessons (2) to plan next lesson (lesson plan 3) independently</p> <p>Planning considerations</p> <ul style="list-style-type: none"> • feedback from co-reflections and teaching practice to inform next step learning • progression of next step lesson with reference to student need and diversity, e.g. social, intellectual, well-being, physical development 	<p>Model strategies to assess understanding for learning</p> <p>Model classroom management strategies to support all learners’ needs and strengths, in particular students with disability</p> <p>Co-teach lesson 2 with a Team Teaching Model of choice</p> <p>Support student learning with a focus on being inclusive and exploring inclusive language and practices</p>	<p>Observe and record the strategies to assess for learning and how SBTE makes pedagogical adjustments to the intended plan</p> <p>Observe the types and timing of feedback provided to support learner progress</p> <p>Observe and record classroom management strategies to support all learners’ needs and strengths, particularly with students with a disability</p> <p>Assess for learning during co-taught lessons and provide student feedback (particularly with students with a disability) and advise on how to improve their progression towards meeting either summative or formative assessment</p> <p>Observe how the 3 focus students engage in learning and interact with their peers</p> <p>Continue to develop class and learner profiles and discuss with SBTE the collected data to date – how may this impact learning</p>	<p>Co-reflect upon your observations of the strategies used to assess for learning and classroom management strategies to support all learners’ needs and strengths</p> <p>Reflect on your teaching practice and student engagement to support diverse learner literacy and numeracy needs and strengths for students</p> <p>Use student assessment to make adjustments for the next lesson plan to be Independently planned and taught by PST. lesson 3</p> <p>SBTE provide feedback on PST’s teaching, including how they incorporated differentiation and inclusive strategies (e.g. academic, social/emotional wellbeing, ecological, behaviour management)</p>

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

Differentiation and inclusive strategies

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

Day	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
4	<p>Explicitly discuss planning decisions for differentiated assessment and how to make judgments, particularly with students with a disability</p> <p>Use independently taught lesson 3's assessed learning to plan lesson (lesson plan 4) independently</p> <p>Planning considerations</p> <ul style="list-style-type: none"> • feedback from co-reflections and teaching practice to inform next step learning • differentiated inclusive strategies for all learners, e.g. academic, social/emotional well-being, ecological and behaviour management • learning goals that provide achievable challenges for students of varying abilities 	<p>Model the practice of teaching assessment and classroom management strategies to support all learners' needs and strengths</p> <p>Explicitly model how to differentiate assessment and how to make judgments, particularly for students with a disability</p> <p>Independently teach lesson 3</p> <p>Support student learning with a focus on being inclusive and exploring inclusive language and 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</p> <p>Assess for learning and provide student feedback and advice on how to improve their progression towards meeting either summative or formative assessment</p> <p>Finalise class and learner profiles</p>	<p>Co-reflect upon your observations and how/why the SBTE made the judgements of learning</p> <p>Reflect on your teaching practice and student engagement, how you provided assessment for learning and classroom management strategies to support diverse learner needs and strengths of students, including those with a disability</p> <p>Use student assessment to make adjustments for next lesson plan (lesson plan 4)</p> <p>SBTE provide feedback on teaching and inclusive approaches to teaching and learning for all students, particularly students with a disability</p> <p>Complete the Portfolio reflection task on the 4 days of experience</p>

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

Assessment for learning and how to use teacher judgments to inform next planning, including the Universal Design for Learning Framework
 Reflections at the end of the lessons where differentiation (including adjustments) occurred in real-time, according to student need, and was not previously planned

Day	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
5	<p>Discuss the planning and pedagogical decisions to the literacy and numeracy demands for different learning areas</p>	<p>Model strategies to meet the literacy and numeracy demands to support all learners</p> <p>Model teaching strategies appropriate for different learning areas</p> <p>Independently teach lesson plan 4</p> <p>Support student learning</p>	<p>Evaluate PST's professional learning and development against the Professional Experience Formative Report</p> <p>Assess for learning and provide student feedback and advice on how to progress with their learning</p>	<p>Co-reflect upon achieved ED3442 Placement Goals and professional experience using the portfolio with SBTE</p> <p>Reflect upon your written philosophy in light of your new learnings from this Professional Experience</p> <p>Reflect on your teaching practice and student engagement, how you provided assessment for learning and classroom management strategies to support diverse learner needs and strengths of children, including those with a disability</p> <p>Discuss development of learning and constructive formative feedback to prepare for the next placement phase. PST will be required to enact independent evidence-informed practice, differentiating for the learner's needs</p>

ED3442 Professional Experience Portfolio

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

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

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

Requirements	Suggested Artefacts for inclusion
Personal Statement	Written philosophy of inclusive and adaptive teaching, meeting the challenge of diversity in the classroom, including scholarly references (150 – 200 words)
Planning effectively	<p>Planning using data and evidence</p> <ul style="list-style-type: none"> • Class profiles based on system data, previous assessment tasks, insights from SBTE and observation • 3 learner profiles – across a range of abilities (dependent on context, at least one profile of a student with a disability) • 2 lesson plans that include general capabilities, particularly literacy and numeracy, and demonstrate alignment between curriculum, pedagogy and assessment • Lesson plan to demonstrate where differentiation has been planned for (individual, groups). Consider reflections at the end of the lesson where differentiation (including adjustments) occurred in real-time, according to student need, and was not previously planned <p>APST 1.5</p> <ul style="list-style-type: none"> • Reflection notes on how the learning needs of students with different disabilities could be met <p>Dependent on context:</p> <ul style="list-style-type: none"> • Record of how SBTE, as well as learning support specialists, behavioural experts or counsellors, support the learning needs and strengths of students with a disability or students requiring Tier 2 support <p>APST 1.6</p>
Teaching effectively	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • A record of the range of teaching strategies and resources (including digital literacies) with attention on literacy and numeracy to facilitate student learning • Written feedback or annotations/examples of utilising student responses in an inclusive manner <p>APST 3.5</p> <ul style="list-style-type: none"> • Lesson plan incorporating the inclusion of SBTE feedback or reflective analysis of the implementing SBTE feedback <p>APST 6.3</p>
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 <p>APST 4.3</p> <ul style="list-style-type: none"> • Annotations on the school's safe and supportive policies • Annotated classroom routines and procedures to show support for inclusive engagement • Documentation of strategies to manage inclusive behaviours that support diversity integration in the classroom <p>APST 4.1</p> <ul style="list-style-type: none"> • Reflection notes on the impact of PST's own behaviour management strategies used in a lesson <p>APST 4.2</p> <ul style="list-style-type: none"> • Curated school discipline and welfare policies/ school behaviour management inclusion/inclusive education policies
Assessing	<p>Assessing, feedback and checking for understanding</p> <ul style="list-style-type: none"> • Record of strategies for checking for understanding

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 • Notes on the code of ethics, policies and processes required of teachers to support APST 7.2 • Collect samples of reporting of student achievement to parents/carers and annotations to how they reflect the school's reporting procedures and policies • Collect samples of documenting parent/teacher collaboration in the educative process
Reflection	<p>Reflection of the first 4 days of Professional Experience</p> <ul style="list-style-type: none"> • 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.

Portfolio is required for Professional Experience Workshops



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. Digital Reports are to be submitted to the Student Placement Team by emailing placements@jcu.edu.au. The Report is due within **5** days of Placement completion to support the Preservice Teacher's subject progression.

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

Preservice Teacher		Student Id	
JCU Partnership School			
SBTE			
Year Level			
Developing adequately towards 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 some advice and support is able to link/design/source... ➤ Is usually able to... ➤ Is aware of, understands... ➤ Has some capacity... ➤ Is often prepared to... ➤ Initiate some... 		
Not developing adequately	<p>Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage</p>		

ED3442 Formative Report

Please provide formative feedback upon the focused APST to support PST to prepare for the next phase of Placement, where they will be required to independently enact evidence-informed practice and differentiate to meet learners' specific needs. They will be required to sustain a full load of teaching.

Discuss with the PST their engagement with the Graduate Standards and how they are **developing towards** graduate level. How did PST take the opportunity to seek advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aimed to meet students' diverse learning needs? How did the PST create a respectful and collegial classroom environment where all students were valued and provided with learning opportunities?

Preservice teachers focus on using a range of data to inform and appraise their practice. By the end of third year, preservice teachers demonstrate the relevant Australian Professional Standards for Teachers at a **high** Engagement level (QCT Assessing APST Evidence Guide).

Planning effectively - planning for engaging all learners based on specific needs

Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5
--	----------

Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with a disability or a condition accepted under AARA .	APST 1.6
---	----------

Developing adequately in planning for learner engagement based on needs		Little or no evidence to plan for learner engagement based on needs	
--	--	--	--

Constructive feedback to support PST in planning for their next placement phase including how PST provided learning opportunities, along with inclusive teaching strategies for a wide variety of student abilities and backgrounds. How did PST respond to the needs of students and attempted to make modifications dependent students' development and characteristics? Areas requiring focused attention.

Teaching effectively - differentiate practice to meet all the different learning needs

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
---	----------

Developing adequately in enacting differentiated practice		Little or no evidence to enact differentiated practice	
--	--	---	--

Constructive feedback to support PST in planning for their next placement phase, including how PST incorporated teaching strategies and resources (including digital literacies) specific to a content area. How did PST incorporate feedback to improve their practices, particularly how they differentiated for student needs? Areas requiring focused attention.

Managing effectively - creates a safe and inclusive environment to engage all learners				
Identify strategies to support inclusive student participation and engagement in classroom activities.			APST 4.1	
Demonstrate the capacity to organise classroom activities and provide clear directions.			APST 4.2	
Demonstrate knowledge of practical approaches to manage challenging behaviour.			APST 4.3	
Developing adequately in creating an inclusive learning environment			Little or no evidence of creating an inclusive learning environment	
<i>Constructive feedback to support PST in planning for their next placement phase, including how the PST used various data, including behavioural data to inform how and what strategies and approaches could be implemented to develop safe, supportive and inclusive learning practices. Areas requiring focused attention.</i>				
Assessing and Recording – assessing for learning				
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			APST 5.4	
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement through familiarisation with the school's reporting procedures and policies.			APST 5.5	
Developing adequately to assess student learning			Little or no evidence of assessing student learning	
<i>Constructive feedback to support PST in planning for their next placement phase, including how PST used student data or information (e.g. specialist or allied health) to assess and report on student learning. Areas requiring focused attention.</i>				
Professional Conduct – professional engagement				
Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.			APST 4.4	
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.			APST 7.1	
Developing adequately engagement in professional conduct			Little or no evidence of professional conduct	
<i>Constructive feedback to support PST in planning their next placement phase, including how PST engaged in working sensitively and confidentially with student data while ensuring compliance with legislation and other appropriate policies and procedures. Areas requiring focused attention.</i>				
Professional Experience Overall Result			Requirements	
Satisfactory		Unsatisfactory	Completed 5 Days	
			Completed and Discussed professional portfolio recommendations	
PST is ready to proceed to the next Placement stage meeting ALL the overall assessed Domains		PST is not yet ready to proceed to the next Placement stage due to having 1 or more overall assessed Domains ticked as little or no evidence of development		

ED3097 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED3097

This infographic explains the overarching goals for the ED3097 Work Integrated Professional Experience program

GOAL 1

Synthesise and integrate curriculum knowledge for differentiated learning that is responsive to the learning strengths and 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 and teaching decisions.



GOAL 4

Develop knowledge of assessment processes such as moderation to ensure the consistent interpretation and application of standards and inform pedagogical decision-making



Engage in a professional expectations dialogue
Complete ACTIVITY A



Part A
Part B



PRIOR PLACEMENT

Support student learning
Design Assessment Task

Independently teach minimum 5 lessons



Complete ACTIVITY B & C



WEEK 1

Full Load Teaching
Enacting PTAR cycle



Appraise the impact of pedagogical decisions

Commence ACTIVITY D



WEEK 2

Full Load Teaching
Enacting PTAR cycle



Complete ACTIVITY D

Assessment task
moderate judgements with SBTE



WEEK 3

Finalise Learner Profiles



Co-reflect on teaching & Portfolio

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/curriculum specialisation, e.g. Prep, English, or Year 2 Maths

When to collect	De- identified Evidence required	Purpose
<p style="text-align: center;">DAY 1</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 C</p>	<ul style="list-style-type: none"> • Term 3 unit overview in your area of specialisation (Early Childhood) • 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 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 computer and 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 <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>*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</p>	<ul style="list-style-type: none"> • You will analyse this lesson plan in Assessment Items 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>		

ED3097 Learning Tasks in Details

Prior	<p>Engage in a professional expectations dialogue with SBTE and discuss ED3097 Placement Goals</p> <p>PST to complete ACTIVITY A – PART A & B (Clarifying Expectations) and discuss with SBTE</p> <p>PST to discuss with SBTE the collection of artefacts required for subject assessment Items</p> <p>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</p> <p>SBTE discuss expectations for lesson plan format and provides a timeline and process for lesson plan completion and review</p>			
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: 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 Identify opportunities for differentiated practice across upcoming lesson sequence <p>Lesson Planning focus: Independently plan a minimum of 5 lessons to be taught towards the end of this week – including ECE Specialisation of an English/literacy lesson</p> <p>Classroom Management focus: Complete ACTIVITY C</p> <ul style="list-style-type: none"> Document the classroom management plan used by your SBTE 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 	<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</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</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: Co-reflect upon:</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 Present, discuss and sign Student Data Declaration sheet with SBTE Store safely for submission with assessment item later in the semester <p>ED3097 Assessment Item Preparation:</p> <ul style="list-style-type: none"> Ensure Activity B is completed Review the Summary of Evidence, ensure you have safely stored your whole class 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 lessons (including English specialisation) that cater for learner needs across all curriculum areas as timetabled for the week</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 	<p>Select appropriate pedagogical strategies to support the students in meeting the intended learning outcomes</p> <p>Independently teach full teaching load</p>	<p>Appraise the impact of the pedagogical decisions, drawing on evidence of learning from the 3 focus students to inform ongoing planning decisions</p> <p>Continue to ethically & confidentially include student profiles with current performances representative of 'below' 'at' 'above' year level benchmark</p>	<p>Professional Conversations</p> <p>Co-reflect upon:</p> <ul style="list-style-type: none"> The alignment of curriculum, pedagogy and strategies for assessing learning between your intended lesson plan and the enacted teaching Strategies for assessment 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 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 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 Phase Placements)</p>	<p>Select appropriate pedagogical strategies to support the students in meeting the intended learning outcomes</p> <p>Independently teach full teaching load</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</p> <p>Make a written summary (use a table or spreadsheet) of student achievement on formative task</p> <p>Provide written feedback to students about their learning and support for the progression of learning towards summative assessment</p> <p>Finalise 3 student profiles with current performances representative of 'below' 'at' 'above' year level benchmark</p>	<p>Professional Conversations</p> <p>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 that support student learning Use of data to communicate with a range of stakeholders, including parents and carers, regarding the progression of student learning 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 Professional Experience portfolio to inform their assessment of the Preservice Teacher's performance over the Professional Experience phase PST reflects upon and revises written philosophy in light of the new learnings from this Professional Experience

ED3097 Professional Experience Portfolio

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

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

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

Requirements	Suggested Artefacts for Inclusion
Personal statement	A written philosophy, including scholarly references, highlighting the consistent and regular use of evidence to improve teaching and learning in schools
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 profiles of 3 focus students APST 1.1, 7.1 • 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 APST 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4 • Dependent on context, a record of how SBTE, as well as learning support specialists, adjust practice to support the learning needs and strengths of students with disability
Teaching effectively	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Annotations on lesson plans that identify and reflect upon the impact of enacted practice, e.g. range of teaching strategies, resources including digital literacies APST 2.6 • Lesson delivery shows a link between curriculum content description and suitable learning tasks/context APST 2.1 • Written reflections upon the impact of enacted practice on student learning APST 3.6 • (Depending on Placement Context) a resource made or provided by PST during a lesson showing understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages APST 1.4, 2.4 • Feedback reflecting ability to answer accurately content-related questions APST 2.1
Managing effectively	<p>Creating Positive Learning Environments</p> <ul style="list-style-type: none"> • Curated student codes of conduct from the school • Curated inclusion/inclusive education policies enacted at the school • Policies and procedures from the school and classroom that direct classroom management, e.g. behaviour flowcharts, classroom routines, PBL foci, classroom reward systems • Observation notes of strategies implemented by SBTE to manage challenging behaviour – Tier 2 and 3 APST 4.3 • Reflection notes on PST's own classroom management strategies used in a lesson
Assessing	<p>Assessing, feedback and checking for understanding</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 • Samples of de-identified feedback offered to the 3 focus students APST 5.2 • 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 APST 5.3 • Annotated sample showing modifying teaching practice as a result of assessment data APST 5.4

<p>Professional Conduct</p>	<p>Demonstrating professional conduct</p> <ul style="list-style-type: none"> • Notes on the code of ethics, well-being and safety strategies, policies and procedures APST 4.4 • Curated staff code of conduct • Written notes documenting SBTE's insights and/or strategies for engaging with parents/carers APST 7.3 • Annotations on lesson/plans highlight attention to the teaching of safe, responsible and ethical use of digital literacies APST 4.5 • Written notes documenting SBTE's approach to the ethical use of data and evidence • Record of attendance or completion of School Induction APST 7.2 • Cover Sheet Declaration for data collected about learners signed by SBTE APST 7.1
<p>Reflection</p>	<p>One page reflection on Professional Experience: Focus on appraising your impact on student learning and 6.1 and 6.2 Personal Learning Goals (Required for Professional Experience Workshops in preparation for Final Phase Placements) APST 6.1</p>

The annotated artefacts support subject assessment

Ensure you have included the full summary of the evidence



ED3097 Formative Discussion Points

This is not an exhaustive list but merely a guide to creating discussion during the ED3097 Placement
PST completes **independently** as a **Self-Appraisal Task** and then **Discusses it with SBTE**

This IS NOT required to be submitted to JCU

	Developing Adequately	Needs Attention	PST Notes
Planning & Teaching	D	N	
Organises resources for a lesson in advance			
Shows independence to locate and use curricular resources appropriately			
Uses identified student 'readiness' needs to plan			
Considers literacy and numeracy readiness			
Designs a logical teaching and learning sequence aligned with summative/formative assessment			
Considers the needs and strengths of all learners when planning			
Identifies achievable learning goals for students			
Differentiating lessons by responding to student readiness, interest and learning profile			
Accurately answers content-related questions from students APST 2.1			
States clear and appropriate lesson intent			
Demonstrates understanding of teaching area content			
Uses a range of appropriate pedagogical strategies and subject-specific pedagogy			
Is beginning to use different strategies for addressing student interests			
Integrates the use of digital literacies into activities to make content more meaningful			
Explains lesson content clearly - communicates clearly and accurately			
Is assigning appropriate time/weighting to achieve learning outcomes and lesson plans			
Uses voice effectively: varies pitch, volume, tone and speed			
Uses of subject-specific vocabulary and metalanguage to develop conceptual understanding			
Explores a variety of questioning techniques and does not rely on the IRE pattern of classroom discourse (Initiation-Response-Evaluation)			
Responds to children in an encouraging and respectful manner			
Gathers children's feedback to improve on practice			
Reflects on lessons to inform future planning and to improve pedagogy and student learning			
Shows evidence of SBTE's feedback in future planning and practice			
Has explored established structures in the school to encourage parents/carers to be involved in school or classroom activities (the educative process to support children's learning)			

	Developing Adequately	Needs Attention	PST Notes
Managing	D	N	
Develops a learning environment plan based on class profile, learner profiles and classroom observation			
Seeks school level policies for classroom management (for example, PBL, Tier 1 Strategies)			
Knows children's names			
Provides clear instructions and directions and demonstrates appropriate body language stance for giving instructions			
Monitors student behaviours with high rates of acknowledgement for expected behaviours			
Monitors children's behaviour and shows awareness of off-task learning behaviours			
Encourages expected behaviour and reflects upon the success of strategies to support student engagement			
Uses arranged ways to get the class's attention and waits for class attention before speaking			
Moves systematically around the room trying to implement appropriate micro-skills - <i>Essential Skills for Classroom Management</i>			
Maintains room/group routines and procedures			
Responds firmly and calmly towards challenging behaviour			
Consistently applies classroom management strategies			
Assessing			
Is beginning to use inclusive strategies to identify student readiness and interest			
Has an array of strategies to check for prior knowledge			
Checks for children's understanding at appropriate moments implementing inclusive practices			
Supports, motivates and encourages children to persist			
Aligns formative inclusive strategies with pedagogy and lesson intent			
Provides timely feedback to support student understanding			
Gives constructive and purposeful feedback to children about their learning progression			
Using assessed learning to plan next step planning			
Using student learning to modify teaching practice either within a lesson or for the next lesson			

ED3097 Professional Experience Report

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

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

Preservice Teacher		Student Id	
JCU Partnership School			
SBTE			
Year Level			
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage		
Developing adequately towards 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 some advice and support is able to link/design/source... ➤ Is usually able to... ➤ Is aware of, understands... ➤ Has some capacity... ➤ Is often prepared to... ➤ Initiate some... 		
Not developing adequately	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage		

Preservice teachers focus on using a range of data to inform and appraise their practice. By the end of third year, preservice teachers demonstrate the relevant Australian Professional Standards for Teachers at a high Engagement level (QCT Assessing APST Evidence Guide).		Satisfactory		Not Developing	N/A
		Well Developed	Developing Adequately		
Planning effectively					
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of children and how these may affect learning.	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organise content into an effective learning and teaching sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan lesson sequences using knowledge of children’s learning, content and effective teaching strategies.	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><i>Constructive feedback to support PST to plan for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST in collecting fit-for-purpose data to gauge learner needs and readiness for learning and inform differentiated planning to meet the needs of diverse learners.</i></p>					

Teaching effectively

		Well Developed	Developing Adequately	Not Developing	N/A
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Implement teaching strategies for using digital literacies to expand curriculum learning opportunities for children.	APST 2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Include a range of teaching strategies.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrate knowledge of a range of resources, including digital literacies, that engage children in their learning.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve children's learning and development.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates and embeds the cross-curriculum priority of exhibiting a broad knowledge and understanding of culture, cultural identity and linguistic background on the education of children from Aboriginal and Torres Strait Islander backgrounds.	APST 1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates and embeds the cross-curriculum priority of exhibiting a broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Constructive feedback to support PST to plan for their Final Suite of Placements to meet Graduate level and how they have sought or applied feedback to improve teaching practices. Focus areas that will support PST enact differentiated instruction.</i></p>					

Managing effectively						
		Well Developed	Developing Adequately	Not Developing		
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p><i>Constructive feedback to support PST to plan for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST planning for a safe environment that allows students 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></p>						
Assessing						
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrate awareness of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	APST 5.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p><i>Constructive feedback to support PST to plan for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST plan for monitoring student learning and assessing the learning progress.</i></p>						
Professional Conduct						
Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of digital literacies in learning and teaching.	APST 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Dependent on Context and Opportunity Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST develop the commitment to Professional Engagement in how they self-reflect about aspects of their own professional knowledge, practice and engagement.

Professional Experience Overall Result		Requirements	
Satisfactory		Unsatisfactory	Completed 15 Days <input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	Completed and Discussed professional portfolio recommendations <input type="checkbox"/>
Means PST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)		Means PST is not yet ready to proceed to next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked	Experienced observation and/or opportunity with teaching specialisation subject <input type="checkbox"/>
	Minimum of 'Developing Adequately' in all descriptors. <input type="checkbox"/>		

Preservice teacher's name		Signature	
		Date	
Supervising teacher's name		Signature	
		Date	
Site coordinator's name		Signature	
		Date	

ED3590 Placement Goals

PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED3590

This infographic explains the overarching goals for the ED3590 Work Integrated Professional Experience program

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

	Course work focus	Engagement Activities – Preservice Teacher	Modelling and Supervising Activities – Site-Based Teacher Educator
Prior	<p>Attend Professional Experience Workshop – It is a Preplacement Policy</p> <p>Topic: Centuries of ECE&C Review EYLF & QKLG and assessments Discussion Board: Ethics 1st Online Quiz</p>	<p>Contact the Centre, introduce yourself and arrange Professional Experience days and times and Centre induction and to meet the SC and SBTE</p> <p>Attend Centre Induction</p>	<p>Meet with Site Coordinator by phone or in person to arrange Professional Experience days. Arrange to meet PST</p> <p>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</p>
1 st Week	<p>Topic: Development of Identity, self-esteem, language development</p>	<p>Day 1 Give completed Forms to SBTE Form 1 Preservice Introduction to Centre Form 2 Permission to Observe & Photograph</p> <p>Familiarisation with the Centre's Quality Improvement Plan</p> <p>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</p> <p>Planning for 3 teacher-initiated learning experiences Take the initiative to engage with the infants and toddlers</p>	<p>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</p> <p>Professional Dialogue:</p> <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) <p>Day 2 Continue to assist PST in gathering information for Quality Improvement Plan (QIP)</p> <p>Professional Dialogue:</p> <ul style="list-style-type: none"> • Discuss ideas with PST for three teacher-initiated experiences <p>Initial completed tasks, sign attendance</p>
2 nd Week	<p>Topic: Connecting, relationships, care pedagogy, conversations, communicating</p>	<p>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</p> <p>Observe and recognise bullying behaviours</p> <p>Day 2 Discuss with SBTE and design and plan three teacher-initiated experiences</p>	<p>Day 1 Professional Dialogue:</p> <ul style="list-style-type: none"> • How to support development and be aware of signs of impeded development • How to recognise experiences of bullying with toddlers • How do you engage and develop communication in toddlers <p>Model for PST how to engage with infants and toddlers to meet their needs dependent on their developmental phase</p> <p>Day 2 Professional Dialogue:</p> <ul style="list-style-type: none"> • Support PST design and document three learning stories to be teacher-initiated learning experiences <p>Initial completed tasks, sign attendance</p>

<p>5th Week</p> <p>Day 1</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 infant 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-initiated 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-initiated Experience</p> <p>Reflective Practice dialogue with SBTE about the Teacher initiated 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-initiated Experience</p> <p>Professional Dialogue:</p> <ul style="list-style-type: none"> Evaluation of learning and Teacher-initiated 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 Professional Experience Statement of Completion Report And Attendance Record

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

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

Preservice Teacher:	
JCU Partnership Centre:	
SBTE:	
SBTE signature:	

The Preservice Teacher has completed the following activities:

Preservice Teacher's required tasks	SBTE's Initials
Engaged in Centre Induction provided by the Site Coordinator	
Provided the Introduction to Professional Experience template (Form 1)	
Provided the Permission letter to distribute to parents/carers (Form 2)	
Collected Permission forms – Form 2	
Collected information for their Quality Improvement Plan (QPI)	
Collected Documentation for Learning Story 1	
Implemented 1 st Teacher-initiated experience	
Collected Documentation for Learning Story 2	
Implemented 2 nd Teacher-initiated experience	
Collected Documentation for Learning Story 3	
Implemented 3 rd Teacher-initiated experience	
Engaged in suggested Professional Dialogue with SBTE	
Completed 50 hours of Professional Experience (10 days) over 9 weeks during the study period	

Comments:

Site Coordinator Signature: _____ Date: _____

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 over 5 weeks** to align with weekly coursework learning. 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 ask your Site-Based Teacher Educator to sign 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 does include when children are sleeping.

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

Placement Appendices

All digital PDF and Word Format Appendices are in the Professional Community Site – Resources – 3rd Phase Placement 2024 – Templates Folder. Please download the required Templates in preparation for Placement. All templates scaffold and support targeted observations guiding intentional learning outcomes and lead the PST in critical reflection to develop their practices as Educators.

ED3442	ED3097
<p>Observation Templates</p> <p>Learner Profile Template</p> <p>Lesson Plan Template</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 and Photograph</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-initiated Experience</p>	



jcu.edu.au



JAMES COOK
UNIVERSITY
AUSTRALIA