Master of Teaching and Learning (Secondary)

Subject Outline and Professional Experience Handbook

ED5979: Final Graduate Professional Experience

JAMES COOK UNIVERSITY AUSTRALIA

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Placement Information

Site Coordinators are provided with the JCU Online Resource Portfolio containing required placement documentation, including Handbooks and Digital Repo

Subject Requirements - Final Graduate Professional Experience ED5979

Credit Points: 3.0

Subject Description:
This subject is part of the developmental curriculum for Professional Experience within the Master of Teaching and Learning (Secondary) program. During the final graduate Professional Experience, Graduate Student Teachers will have an opportunity to enact their agency as leaders through their Professional Practice, as demonstrated in the context of their classroom, school and the wider community, as appropriate. GST's will complete a 25-day block practicum in a secondary school and complete a range of activities to demonstrate their professional competence and assure the Graduate Teacher Australian Professional Standards. GST's are required to plan, teach, assess and evaluate a minimum four-week block of full-time equivalent teaching within the allocated 25 days.

Learning Outcomes:

- demonstrate an advanced and integrated understanding of teacher professional knowledge, practice and engagement in the context of the professional experience placement
- demonstrate the ability to design, implement and evaluate curriculum, assessment and differentiated learning opportunities, with a view to enhancing learning outcomes for all students, including those from diverse cultural, linguistic and socio-economic backgrounds and with specific learning needs
- demonstrate mastery of professional numeracy and literacy content and the application of strategies for teaching numeracy and literacy in a variety of curricular contexts
- demonstrate high-level professional communication skills and the ability to work collaboratively, effectively, responsibly, safely and ethically in their professional experience context with a critical understanding of regulatory requirements, ethical principles and, where appropriate, cultural frameworks
- demonstrate the ability to use the Graduate Teacher Australian Professional Standards to critically reflect on their demonstrated skills, knowledge and attitudes during the professional experience and manage their professional learning needs and performance, autonomously and in collaboration with others

Special Assessment Requirements:
Completion of 8 Integrated Course Work Days. Submission of the full Attendance Completion Report before the commencement of final Professional Experience. Completion of the required consecutive 25 days of Professional Experience and submission of a Satisfactory grading - Minimum of Graduate Level in all descriptors against the QPERF Report. Attendance at Professional Experience Workshops is an essential component of the Work Integrated Learning Program.

Course Progression Requisites:
Students must have successfully completed the LANTITE test to be eligible to undertake their final practicum in ED5979 Final Graduate Professional Experience.

Placement Goals and Structure for Final Year Placements

In the ED5979, Final Placement, the course focuses on teachers as leaders both in pedagogy and professional practice, especially through classroom decision making and as school and community engagement. Creating positive and action competent students and classrooms is central to this phase. Developing an agentic and ethical decision-making disposition towards professional relationships, professional learning, and policy and community expectations are emphasised. The final placement focuses on assuring that the GST satisfies the course learning outcomes, ensuring their competence for registration with the Queensland College of Teachers.

PROFESSIONAL EXPERIENCE PLACEMENT GOALS

This infographic explains the overarching goals for the Final Year Professional Experience

GOAL 1

Consolidate their professional identity enacting high-level professional communication skills, the ability to work collaboratively, safely and ethically with a critical understanding of regulatory requirements.

GOAL 2

To independently enact an iterative Plan, Teach, Assess, Reflect (PTAR) cycle.
Focus on students, as learners and their learning and the professional decisions and judgements required to assure student learning progression.

GOAL 3

Demonstrate advanced and integrated understanding of teacher professional knowledge, practice and engagement. Curate a portfolio of evidence in relation to capacities to plan, teach, assess and reflect.

GOAL 4

Use artefacts as evidence to demonstrate the impact of chosen pedagogical decisions on student learning for the assessed university coursework - GTPA.
Synthesise and apply knowledge and skills to assure achievement of the Graduate Teacher Standards.

STRUCTURE OF PROFESSIONAL EXPERIENCE

This infographic outlines the Final Year Professional Experience for the Master of Teaching and Learning.

PLACEMENTS

1 Integrated Learning Days

Final Year requires the completion of negotiated Integrated Course Days and the scheduled 5-week placement

2 Final ED5979

INTEGRATED DAYS

Throughout the 10-week study period of the course work weeks align SP1 subject learning with classroom practice.
Complete the suggested Integrated Course Days suggested Activities

CONTEXTUALISATION

Build "Professional Knowledge" of the school and classroom context.

Establish contextualisation to inform practice in the Final Placement block

ED5979

Graduate student teachers synthesise and apply knowledge and skills in complex learning and community contexts to ensure achievement of the graduate teacher standards.
Engage in full independent sustained practice.

Program Overview

Year 1		Year 2	
Study Period 1	**Study Period 2**	**Study Period 1**	**Study Period 2**
ED5955 Learners and Learning in Secondary School Contexts 15-day Placement	**ED5965** Teaching for Diverse Learners in Secondary School Contexts 20-day Placement	**ED5975** Teachers as Leaders for Learning and Change	**ED5985** Teachers as Researchers for Learning and Change
ED5956 Junior Curriculum 1	**ED5966** Senior Curriculum 1	**ED5976** Subject Discipline Knowledge	**ED5986** Culturally and Linguistically Diverse Classrooms and Communities
ED5957 Junior Curriculum 2	**ED5967** Senior Curriculum 2	**ED5977** Aboriginal and Torres Strait Islander Education	**ED5987** Internship/Service Learning
ED5959 Planning for Engaging Learning in Secondary Contexts	**ED5958** Literacy and Numeracy for Secondary Teachers	**ED5978** Collecting, Analysing and Reporting Data: Leading for Learning **ED5979** Final Graduate Professional Experience **QPERF Assessment**	**ED5968** Information and Communication Technologies across the Curriculum

Professional Experience Contacts

Cairns	Townsville
Student Placements Team Building A4, Room 124A	Student Placements Team Building 4, Room 268
placements@jcu.edu.au 07 4781 6333	

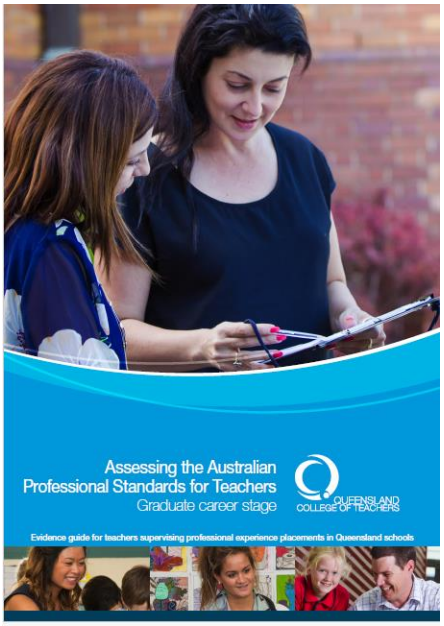
Professional Experience Academic Coordinator (Education)		
Trisha Telford	07 4781 5424	trisha.telford@jcu.edu.au

Handbook Abbreviations

CASE: College of Arts, Society and Education
GRR: Gradual Release of Responsibility
GST: Graduate Student Teacher
ISMG: Instrument-Specific Marking Guide
QPERF Portfolio: Placement Portfolio - Evidence of Demonstrating Practice
QPERF Report: Queensland Professional Experience Reporting Framework
SBTE: Site-Based Teacher Educator
SC: Site Coordinator
SPT: Student Placements Team
WIL: Work Integrated Learning

Glossary of Web Links

- AITSL Professional experience Participant roles and responsibilities
- Graduate Student Teacher Performance Assessment (GTPA)
- JCU Professional Experience for Teachers
- JCU Student Code of Conduct
- JCU Work Integrated Learning website
- Professional Boundaries: A Guide for Queensland Teachers
- Professional Experience Student General Handbook
- QCT Code of Ethics
- QCT-Evidence-Guide-for-Supervising-Teachers (as below)
- Supervising Professional Experience



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. Graduate Student Teachers (GST's) must notify the school 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). GST must make up the missed day the following week to ensure the placement requirement of attending days consecutively.

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

Placement Dates and Requirement Breakdown

Final Graduate Professional Experience ED5979 (5-week consecutive block)

Term 2 – 22nd April – 28th May

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

- **Before placement:** Complete the required 8 (eight) remaining Integrated Coursework Days with an emphasis on classroom contextualisation– Negotiated with GST and SBTE

- **Week 1:** SBTE takes the *Lead Teacher role* providing Gradual Release of Responsibility to Graduate Student Teacher during the co-planning of a full-time load and co-teaching of a half- time load with subjects spread across both teaching areas in junior and senior curriculum (meeting accreditation)

- **Weeks 2 - 5:** GST is *Lead Teacher* to independently plan and teach a full load across all subjects aligned with junior and senior curriculum in both teaching areas

Important Notification

In accordance with professional accreditation requirements, GSTs are required to engage in **both** their approved secondary teaching areas. They should not be placed in 'out of field' subjects. For the purposes of Professional Experience, they cannot be assessed and demonstrate Graduate Standard in 'out of field' subjects. SCs are asked to support the arrangement of an appropriately balanced timetable covering first and second teaching areas, with opportunities to teach both junior and senior secondary curricula for the entirety of the placement.

Please refer to Professional Experience Handbook for the Detailed Weekly Planning, Teaching, Assessing & Reflecting Tasks to support GST's development of Graduate Level

- **Weeks 6 – 7:** University Time - Uninterrupted Time for GST to complete the Graduate Teacher Performance Assessment (GTPA) - **University Assessment Due (12th June 2024)**
- **Vacation Week: Vacation Week:** Optional attendance to Online Professional Orientation Week **Wednesday 19th June – Friday 21st June** – Meeting with our industry partners and QCT members to help you transition into the Profession

Reporting

When	Returned within 5 days of placement completion
What	FINAL QPERF: GST must demonstrate a minimum of 'Graduate' against **EACH** descriptor to pass the placement GST must complete the QPERF Professional Experience Portfolio requirement SBTE uses Portfolio along with observation of practice and professional dialogue to inform and support their judgement of GST's demonstration at Graduate Level
Who	Form completed by SBTE, (moderated by all supervising SBTE's) submitted by SC to placements@jcu.edu.au

Additional Requirement
Completion of remaining 8 Integrated Coursework Days
All days are required to be completed before the commencement of the Final Placement

ED5955 - 5 days
ED5965 - 7 days
ED5979 - 8 days to be completed **before commencing** ED5979
As a record of the service undertaken, and to meet JCU's Learning, Teaching and Assessment Policy, the SBTE is requested to sign the Record of Attendance and Completion for the Integrated Coursework Days, supporting JCU's commitment to academic integrity. GST is to submit the Form to Student Placement Team

Roles and Responsibilities

Mandatory Introduction

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

Expectations

- **GST** & **SBTE** conversation concerning expectations, QPERF Report & QPERF Portfolio and plan for placement
- **SBTE** shares relevant school curricular documents -unit overview, Summative assessment task, ISMG and student data
- **GST**, 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 **GST** and **SBTE** upon notification of **GST** 'At Risk'

Engagement In Professional Learning

- **SBTE** models, supervises, monitors, assesses, mentors, gradually releases responsibliity to **GST**
- **GST** takes responsibility for their own learning - adopting and responding to feedback and engaging in professional discussions
- **GST** monitors student learning, contributes to school community
- **GST** reflects on and collects evidence of their impact on student learning
- **SC** monitors **GST** learning, provides support to **GST** and **SBTE**; contacts **JCU** if **GST** is underperforming

Assessment and Reporting

- **SBTE** provides evidence-based feedback to **GST**
- **SBTE** use portfolio to support evaluation of **GST's** performance
- **GST** develops portfolio to support their demonstation and understanding of all APST's to meet Graduate Level
- Discuss assessment with **JCU** Academic Lisaion
- **GST** submits signed Integrated Coursework Days Form to Student Placements Team
- Completion of Professional Experience QPERF Report
- **SC** submits signed Professional Experience Reports placements@jcu.edu.au - **cc Graduate Student Teacher**
- Report is due within 5 days of placement completion for subject progression

Placement Checklist

Graduate Student Teacher	Site Coordinator	Site-Based Teacher Educator
Ensure your Blue Card is current (will not expire before or during placement) Attach your Blue Card and JCU Student ID card to a (preferably) JCU lanyard, ready for you to wear on placement at all times Meet all Professional Experience Placement Requirements to be eligible for placement - including attendance at Professional Experience Workshops and LANTITE	JCU offers online Optional Drop-In 30 min sessions for schools who wish to ask questions and gain a better understanding regarding placement requirements prior to and during placement Please see School Partnership Support Timetable in the JCU Professional Experience Resource Portfolio for all joining links	JCU offers online Optional Drop-In 30 min sessions for schools who wish to ask questions and gain a better understanding regarding placement requirements prior to and during placement Please see School Partnership Support Timetable in the JCU Professional Experience Resource Portfolio for all joining links
Contact the SC. Agree on a time to meet, in person or via Zoom/Teams, to discuss your upcoming placement Discuss times to complete the 8 remaining Integrated Coursework Days BEFORE placement commences	Meet with GST Confirm GST's two teaching areas for both junior and senior curriculum	Meet with GST
Attend the three Professional Experience Workshops Enquire about the school's Workplace Health and Safety Policy and Risk Management Policy Become familiar with school policies You may be required to be proactive and ask your SC or Supervising Teacher about these policies You may be required to "sign off" on your understanding of the policies	Direct your colleagues to the provided JCU Professional Experience Resource Portfolio – Induction Guide Handbooks, Professional Experience Calendar, Digital reports and Supporting Resources • Integrated Learning Program Partnership *General Handbook* QCT Evidence Guide for Graduate Standard • MTL Secondary ED5979 QPERF Report • Website link to QCT support resources for SBTE	Become familiar with the Key Elements (infographics**)** of the Professional Experience Placement Handbook • Placement Goals p.5 • Roles & Responsibilities p.10 • Assessment p.20 • QPERF Portfolio p.22 • Placement Overview p.31 • Professional Experience Detailed Weekly Tasks p.32 • QPERF Report p.43 Become familiar with the Key Elements of the Integrated Learning Program Partnership *General* Handbook • Placement Requirements • At-Risk Procedure • Pay claims
Review the following documents **QCT** • Code of Ethics • Professional Boundaries • Guide of Evidence **JCU** • Student Code of Conduct • JCU Induction Guide. Have full knowledge of a) Professional Experience Handbook b) Placement Learning Goals	**Record** GST's emergency contact details and sight their Blue Card **Induct** GST to Workplace Health and Safety school policies and procedures **Orient** GST to the school ethos, professional conduct expectations, pedagogical framework, behaviour management, policies, and school procedures **Confirm** with GST their timetable for	Ensure you have received and have access to the following: • QCT Evidence Guide • Professional Experience QPERF Report p.43 • Support resources for SBTE: See QCT website

c) Detailed Weekly Learning Tasks d) Portfolio Requirements e) Assessment and Reporting Requirements	both teaching areas (junior and senior curriculum) equivalent to a Beginning Teacher load in your context	
Complete the personal statement component of your QPERF Portfolio Complete the Placement Reflective Analysis Prearrange your QPERF Portfolio structure – include the five sections of the QPERF report Access the JCU Subject Site for supporting documents and Professional Experience support Review GTPA assessment tasks linked to practice and plan to collect artefacts, as required	Advise GST • how they should contact you for support when you might check- in on them Advise SBTE how you might support them in the assessment and reporting that final year GSTs are required to complete GTPA after their Final Phase of Placement	Discuss the GST's Placement Reflective Analysis **Provide** your GST • timetable • student information/data to support GST's understanding of student 'readiness' and planning preparation • relevant curricular resources for the placement relevant management procedures and routines
Discuss with SBTE the required artefacts for assessment Follow the detailed weekly placement tasks Develop Professional Experience QPERF Portfolio	Initiate early the At-Risk Procedure if GST is at risk of not meeting requirements p.17 & p.18 Form is located in the JCU Resource Portfolio	Clarify your expectations with your GST: • Reporting time, punctuality, duties, planning deadlines, mobile phones • Observation: how and when they could do so • Participation: how they support student learning • Access to resources: what could they explore
Collate a summary of learner progress to discuss with SBTE for a handover Ensure all resources and teaching materials are returned Display professional courtesy and good manners by extending your thanks towards all staff and school community	Sign the Professional Experience QPERF Report/s after completion of placement and submit to placements@jcu.edu.au cc Graduate Student Teacher so they may retain a copy of the Digital Report Direct and support your colleagues to the JCU Professional Experience Resource website (pay claims)	Discuss assessment of GST with your SC if deemed necessary Discuss the written report with GST Sign the Professional Experience Report and submit it to SC to submit to JCU Submit your pay claims by the end of the placement dates
Fill out all GST's requirements of Final QPERF Report p.45 Retain a copy of your signed Professional Experience QPERF Report		
Two weeks to complete and submit GTPA		

Placement Support

JCU Resource Portfolio

James Cook University recognise the need for all our placement partners, including SBTEs who accept the role of supervising a GST, to have easy, fast and independent access to all resources and information required to support their preparation of 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 recognise and acknowledge the importance of providing ongoing support to SCs, SBTEs and GST's during Professional Experience. 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.

Prior to the commencement of and during the suite of Final Year Placements. Weekly optional Drop-In Support Sessions are provided for both GSTs, SCs and SBTE's. The sessions are offered via LearnJCU. See the School Partnership Support Document within the links for all sessions.

Site-Based Teacher Educators and Site Coordinators Optional Sessions

The purpose is to provide for SCs/SBTEs an access platform to ask any questions they may have to gain:

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

The Professional Experience Coordinator is available for the full hour offered for SCs or SBTEs to drop in any time within the time slot.

Hosting a Final Year MTL Graduate Student Teacher
Prior to final placement Date: Wednesday 17th April Optional Drop In *During placement* Date: Wednesday 24th April (Week 1) Optional Drop In Date: Wednesday 1st May (Week 2) Optional Drop In Date: Wednesday 8th May (Week 3) Optional Drop In

Graduate Student Teachers Optional Sessions

The purpose is to provide support for:

- the well-being of GSTs during the rigor of placement
- the clarification of placement learning and assessment tasks

Final Phase Placement **ED5979**
Each Thursday **From** 22nd April **To** 23rd May, 4-5pm Hosted in your LearnJCU Subject Site ED5979 SP1

Academic Liaison

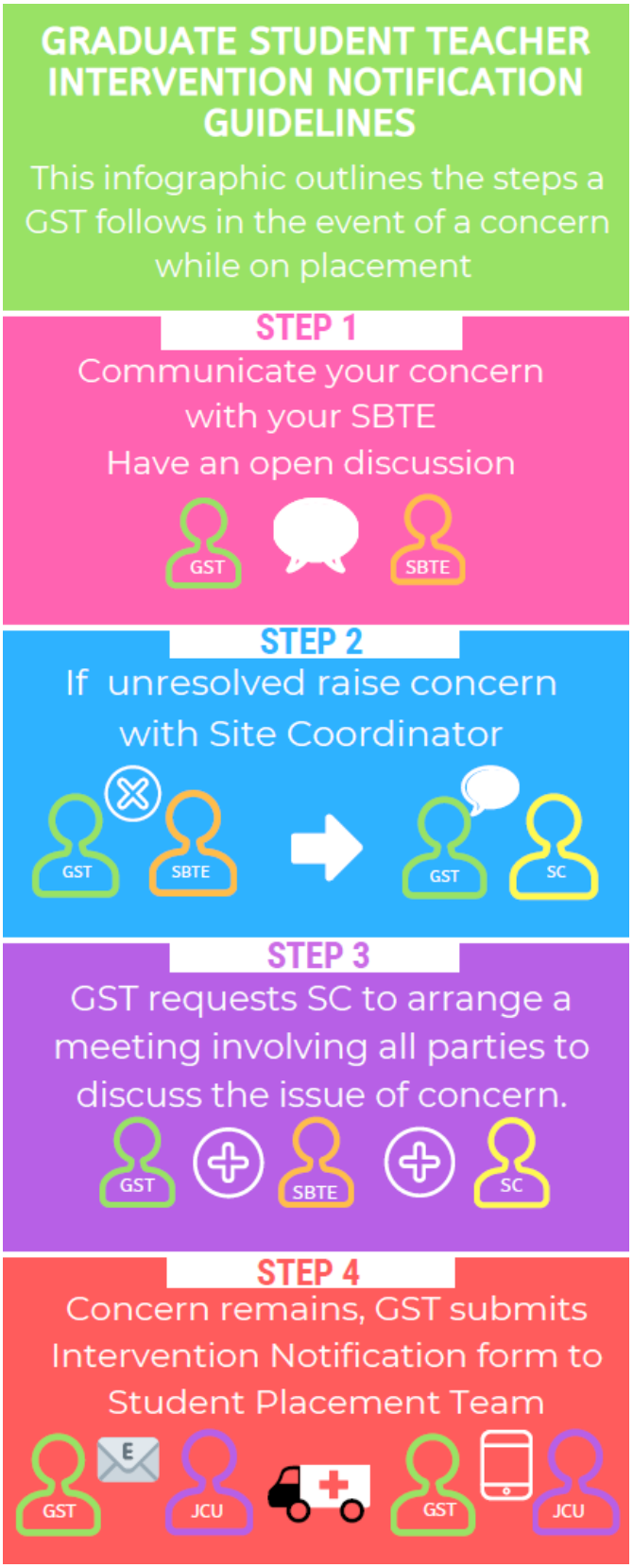
The Professional Experience Academic Coordinator oversees the JCU Professional Experience program, supporting GST's and partnership schools.

For the final placements, the GST is supported by a JCU Academic Liaison who will:

- Support GST through final phase of Professional Experience (Professional Experience ED5979)
- Establish contact with the GST and SC early in the Final Professional Experience ED5979
- Organise in advance to meet with Supervising Teacher(s) and GST to discuss and moderate the GST's progress towards meeting Graduate Level
- Support the GST with a site visit for Townsville and Cairns partnership schools
- Support the GSTs completing placement at partnership schools out of town via Zoom/Microsoft Teams or JCU Collaborate
- Observe GST teaching and offer feedback
- View and discuss the GST's QPERF Portfolio
- Discuss and review any concerns regarding the progress towards Graduate Level
- Support the process of At-Risk Notification and the collaborative process of developing an action plan of support that serves the best interest of all parties, including a time for review
- Inform and work in collaboration with the Professional Experience Academic Coordinator

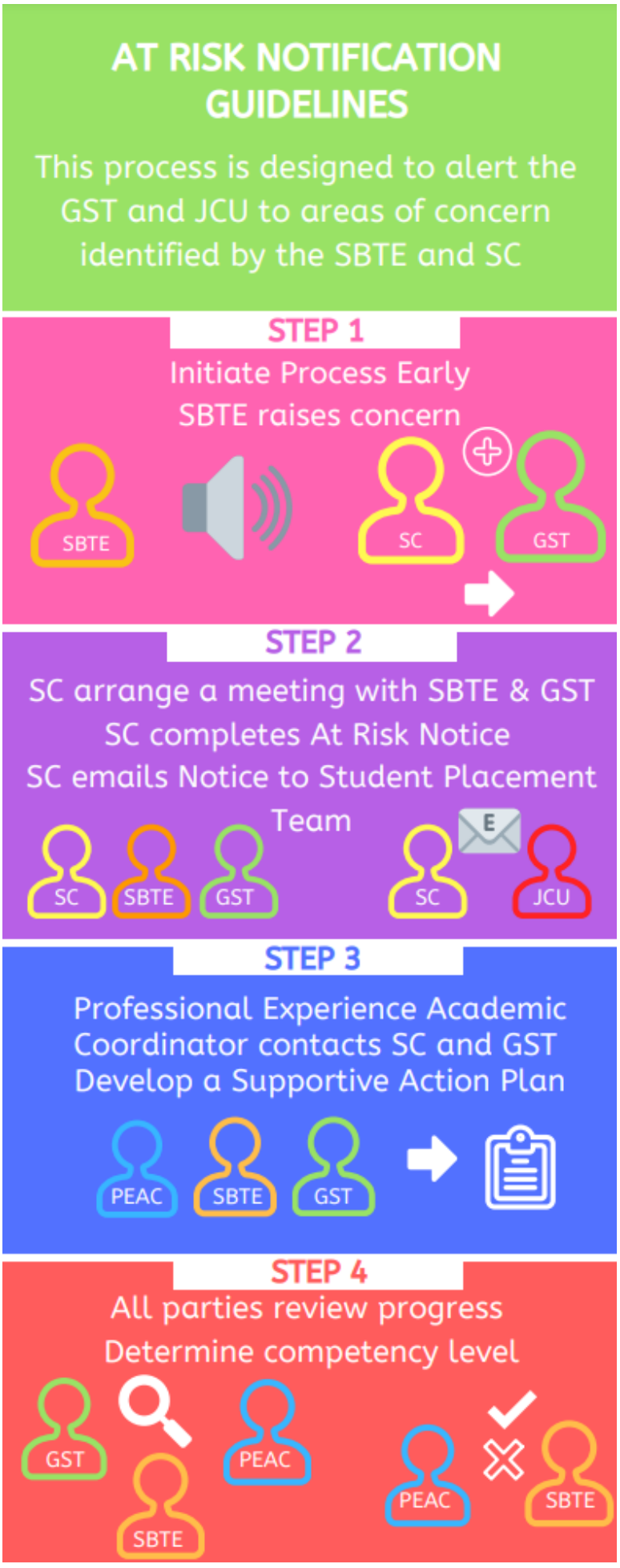
Graduate Student Teacher Request for Intervention

The "Intervention Notification" is designed for **GST use only** to trigger a response from the Student Placements Team to the GST submitting the notification. Form is in the LearnJCU Subject Site



Upon receipt of the Intervention Notification, the Student Placements Team will notify the Professional Experience Academic Coordinator, who will then contact the GST to discuss the matter of concern. If necessary, the Professional Experience Academic Coordinator will visit the school to discuss the matter with the parties concerned – the GST, SC and/or SBTE

At-Risk Notification Report - Early Intervention



Purpose of At-Risk Notification Report

The "At-Risk Notification Report" is designed for use by SBTE's and SCs only.

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

- Where the SBTE and SC believe the GST could, with additional effort and attention, work to demonstrate competence in all criteria required in the Professional Experience
- Where the GST is failing to respond effectively to feedback provided by the SBTE and SC
- Where the SBTE and SC believe that intervention from JCU would assist the GST

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

On receipt of the At-Risk Notification Report

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

At-Risk Form can be found in the JCU Professional Experience Resource Portfolio

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

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

Assessment Details

ASSESSMENT MODERATION

Placement is an opportunity for GST to learn within and through practice. They demonstrate development by contributing to the progression of student learning and their professional reflections on their contributions to the classroom and the wider school community.

ED5979

Assessed using one report - QPERF - Graduate Level in all Descriptors

Based on a moderated judgement 'Achievement' level

GST organises a time to discuss practice

JCU Academic Liaison Visit

CONSIDERATION

Observation of daily practices and interactions

Professional Experience QPERF Portfolio

Professional knowledge and practice in all learning areas

Discussion of practice and professional learning

Consultation with co-supervising teachers and SC

QCT, Evidence Guide for Supervising Teachers

SUBMISSION

All parties sign the QPEPF Report

GST maintains a signed copy

Site Coordinators send QPERF Report to Student Placement Team

Assessing Final Year Professional Experience

Exceeding Graduate Level (E) is not equivalent to the performance of an experienced teacher or a fully registered teacher at the Proficient level of APST. It is awarded for a consistent demonstration of performance that exceeds the Achievement level in the QCT Evidence Guide.

In making this formal evaluation, SBTE's will take into consideration the following:

Site-Based Teacher Educators Making the formal evaluation take the following into consideration
• QCT Evidence Guide for Supervising Teachers ('Achievement' level) • GST's daily engagement • GST's evidence curated in their Professional Experience portfolio • Professional dialogue of practice and professional learning during placement

Exceeding Graduate Level (E):	Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career stage
Graduate Level (G) **(minimum in Final Phase)**	**Consistent** evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career stage
Developing towards Graduate Level (D)	Awareness of the descriptors at the APST Graduate Career stage but demonstrates inconsistent knowledge practice and engagement at this level
Below Graduate Level (B)	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptors at the APST Graduate Career stage

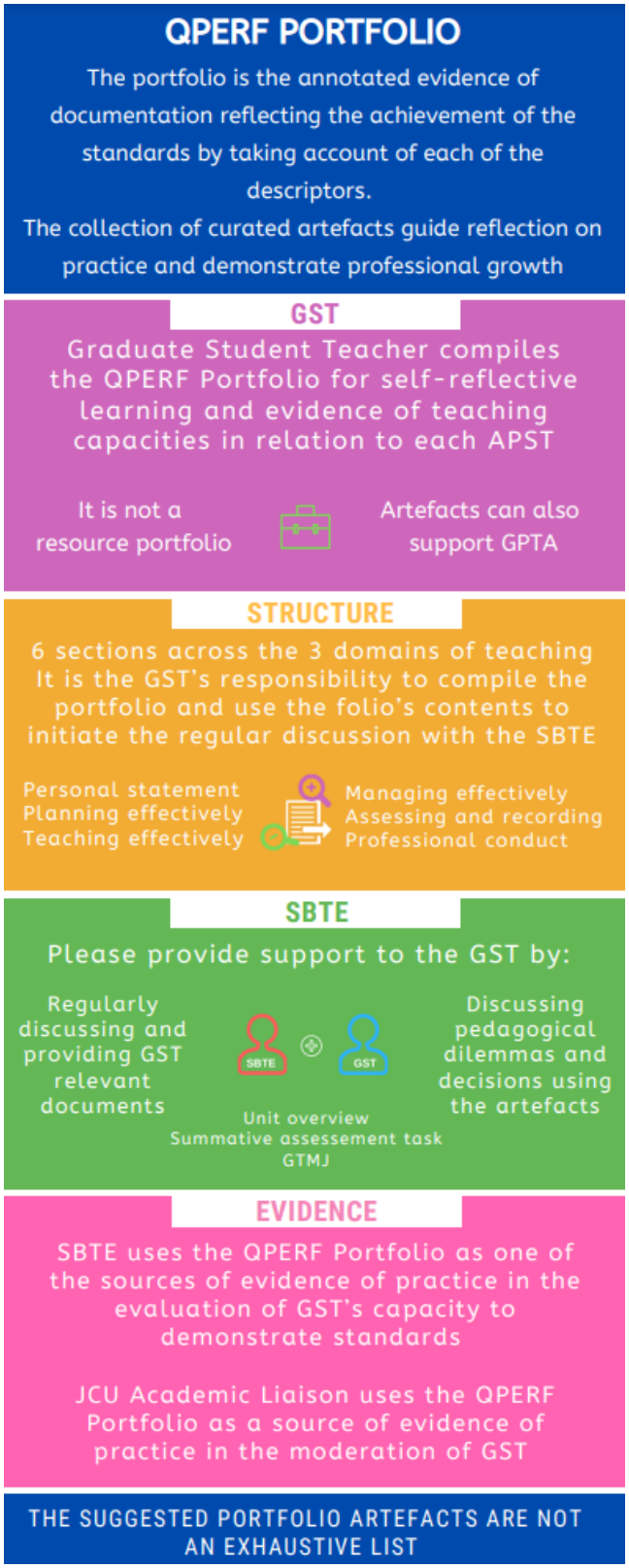
GST should regularly discuss their practice and evidence gathered within their QPERF Portfolio with their SBTEs to ensure they are both understanding and developing capacity for each of the Professional Standards across both their teaching areas.

The discussion should include:

- Written reflections
- Annotated evidence of practice using the Professional Experience Portfolio
- Key strengths, areas of concern and suggestions for improvement
- Specific feedback on area of specialisation

QPERF Portfolio Assessment Requirement

It is for the purpose of documenting *Professional Learning*, *Growth* and *Demonstration of Australian Professional Standards.* This is not an assessable Item but supports the GST's professional development in demonstrating ***Impact For*** and ***Impact Of*** student learning. It also Informs and Supports the SBTE's assessment of the GST's development along with Observation of Practice and Professional Dialogue. The folio also supports the GST to develop the practice of demonstrating evidence as they progress through their Career Phases, particularly Graduate to Proficient and therefore and essential element of the Placement.



The portfolio is a working document. The specific annotated artefacts should demonstrate a range of evidence of the relevant Standard descriptors showing the impact of teaching on student's learning. The folio is representative of the GST's progress and achievements in meeting Graduate Level. The SBTE continually views and discusses the portfolio during the placement to support professional dialogue and reflective practice. The University Academic Liaison discusses the folio with the GST.

Submission of Reports

Located	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 GST's ongoing progress by providing feedback on understanding and practice, with attention to the development of the Australian Professional Standards and Professional Attributes All required fields are completed Ensure all parties have signed the completed report
Where to Submit	Digital Reports are submitted to the Student Placements Team by email placements@jcu.edu.au
When to Submit	Within 5 days of completion of placement to support GST's subject progression
Copy	Provide a copy of the report to all parties – cc GST in email so they may retain a copy of the report for their portfolio

Graduate Student Teacher Performance Assessment (GTPA)

The Graduate Student Teacher Performance Assessment (GTPA) is a culminating assessment of the GST's competence in classroom practice, assessed against the Graduate Student Teacher Standards as they complete their final Professional Experience placement. Through their written (5000 word) GTPA submission, the GST demonstrates their capability to enact and appraise their approach to evidence-informed practice with a focus on improving student learning.

The GTPA is to be undertaken in one class with a focus on a single curriculum area within the GST's specialisation or integrated teaching unit. In addition, three students should be selected as focus students who represent cohorts currently working below, at and above the year level standard for the class under focus.

GSTs demonstrate their practices in a significant learning sequence enacted across the duration of the Professional Experience placement. This unit must include accompanying assessments for diagnostic, formative and summative purposes. Completing the GTPA requires the GST to collect and analyse initial and ongoing sources of data to evidence for the purposes of:

1. gauging learner readiness
2. informing differentiated instruction decisions
3. monitoring student learning
4. gauging the effectiveness of planning and teaching decisions with respect to their impact on student learning

The Graduate Student Teacher Performance Assessment (GTPA) is complementary to, but separate from, the QPERF Professional Experience Report completed by the SBTE. The GTPA is assessed by the Higher Education Institution (HEI), of the GST.

GTPA consists of 5 inter-related practices:

1. Planning using data and evidence
2. Teaching and learning
3. Assessing, feedback and professional judgement
4. Reflecting on teaching
5. Appraising impact of teaching practice on student learning

SBTE's role in supporting the GST's GTPA includes:

The role of the supervising Teacher is primarily consultative and advisory. It should not involve additional administrative or workload responsibilities for teachers and schools in implementing the GTPA. In short, making time to attend to the following points will assist the GST in approaching their GTPA submission:

- discuss student data and curricular documents
- provide appropriate and relevant student data and curricular documents: unit plan, summative assessment task, Instrument-specific marking guide (GTMG)
- provide opportunities for GST to plan, teach and assess over a sustained lesson sequence specific to the GTPA focused specialised learning area
- advise on the design of the summative task and accompanying criteria
- feedback on GST's planning, teaching, assessing and reflective cycle
- participate in moderation of the summative task*
- GST's are required to design the summative task and accompanying marking criteria

*The summative assessment task is intended to be a culminating assessment of the GST's impact on student learning over the 5-week placement. As such, in your classroom context, this may, in fact, be the Summative Task that counts toward the student's final grades. However, if the timing of the placement prevents the Summative task being administered by the GST, then a formative task that 'sums up' the teaching and learning experiences enacted by the GST over their placement but is not necessarily summative of the term's full unit, will suffice.

Confidentiality

All student and school data must be de-identified in the GTPA.

Focus of the study is on GST practice, and not on the SBTE or the school.

Further Information

Please refer to the GTPA website

Final Integrated Coursework Days

Integrated Coursework Suggested Activities

	ED5979 Final Graduate Professional Experience To support contextualisation for Final Placement **ED5975** Teachers as Leaders for Learning and Change To support coursework learning & assessment	**Suggested focus points to engage in professional dialogue to build contextualisation of school and class to prepare for Final Placement** • Discuss professional expectations with SBTE and discuss Professional Experience Goals • Discuss your Placement Reflective Analysis based upon previous Placements and Reports with SBTE – an open discussion about where you see your strengths and areas of support • Begin developing class and student profiles to know students and how they learn • Collect data (e.g., assessment results, work samples of focus students) • Importance of inclusive class routines and procedures to cater for learner diversity • How SBTE uses curriculum documents, data and evidence to inform an initial curriculum plan • The importance of alignment between the cognitive performance and content assessed summative, and the materials taught during the unit • Ways to identify the gaps in leaner needs to succeed in learning progression • How to use information, data and evidence to inform planning and preparation to apply differentiation (the practical application according to learner/classroom context) and specific to each learner/class needs (i.e., disability, diversity and quality differentiate teaching practices). Think about students working at different levels/achievement standards and subjects • Identify any potential strategies to specifically differentiate according to functional impact (disability) of learning needs • What are effective strategies to track/monitor the learning progression of all students? • How do they develop formative assessment to align with summative assessment – what is the cognitive performance required to meet the year-level standard? • Maintaining curriculum alignment while differentiating and adjusting to respond to student's needs and pace of a classroom environment • How to effectively utilise evidence that leads to the learning progression	
	ED5977 Aboriginal and Torres Strait Islander Education To support coursework learning & assessment	**Activities** • Observe how Aboriginal and Torres Strait Islander perspective are embedded in lessons, units, or daily classroom practice • Identify culturally appropriate strategies the school or SBTE adopts for working with Aboriginal and Torres Strait Islander students and their families • Observe how teachers use Aboriginal knowledge authentically and productively with students • Observe and identify commonalities between western and Aboriginal pedagogy: 8 Ways of Aboriginal Learning **Discussions** • What whole school and curriculum-based supports, approaches and resources are available at the school • Whole school initiatives and community engagement with local Aboriginal community members and/or elders • System or school approach toward reconciliation, with particular focus on a range of strategies for involving parents/carers in the educative process in effective, sensitive and confidential ways	School/System Reconciliation Action Plan School/class demographic Samples of lesson plans that are sensitive to Indigenous perspectives and pedagogies. to support an assessment task requiring modification to improve Indigenous content, perspectives, and Indigenous teaching strategies

	ED5978 Collecting, Analysing and Reporting Data: Leading for Learning To support coursework learning & assessment	**Activities** • Observe how SBTE provides levels of feedback • Co-analyse a data source • Identify formative and summative assessment instruments of Mathematics and numeracy and English language and literacy learning that are valid and fit for purpose • Observe how Mathematical numeracy and English literacy learning is integrated in a curriculum area for diverse learners • Interpret samples of numeracy and literacy data from and observed lesson to discuss with your SBTE and how differentiated teaching and learning approaches can be developed • Observe and record numeracy and literacy classroom talk and patterns of interaction • Record main numeracy and literacy points learned throughout a lesson • Observe a lesson or assessment opportunity to evaluate the extent the formative and summative assessment instruments on the Mathematics and numeracy and English language and literacy learning were valid and fit for purpose **Discussions** • How SBTE uses data to inform decision making strategies that enhance equitable opportunities and outcomes for all students • How SBTE has developed better uses of data to improve student learning • Efficient methods of collecting and ethically storing data • Considerations in interpreting and analysing data when planning for the integration of Mathematical numeracy and English literacy learning in a curriculum area for diverse learners • Considerations in the interpretation, analysis, and use of data to determine student learning needs and how to develop differentiated teaching, learning and approaches to assessment • How the SBTE may implement 'front-ending assessment', to deliberately plan for assessment, concurrent with planning for teaching and learning	Class and learner profiles Lesson/unit plans reflecting the integration of Mathematical numeracy; and English literacy learning across the curriculum area for diverse learners Samples of how quantitative and qualitative data are used to assess learner readiness Collect a range of numeracy and literacy data sets and types Collect data to establish students' learning needs and current levels of performance when planning for the integration of Mathematical numeracy and English literacy learning in a curriculum area for diverse learners Assessments, both for formative and summative purposes at the class level

JAMES COOK UNIVERSITY AUSTRALIA

MASTER OF TEACHING & LEARNING

ED5979
Secondary

Integrated Coursework Attendance & Completion Report

Name		**Student Id:**	

Day	Date	School	Class	SBTE Name	SBTE Signature
1					
2					
3					
4					
5					
6					
7					
8					

Minimum 8 days to complete BEFORE Placement Commences

As a record of the service undertaken, and to meet JCU's Learning, Teaching and Assessment Policy, the Site-Based Teacher Educator is requested to sign the Record of Attendance and Completion for the Integrated Coursework Days, supporting JCU's commitment to academic integrity.

GST is to **submit the Form to Student Placements Team BEFORE THE COMMENCEMENT OF PLACEMENT**

7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Placement Details

Placement Overview

Professional Learning Weekly Tasks in Detail

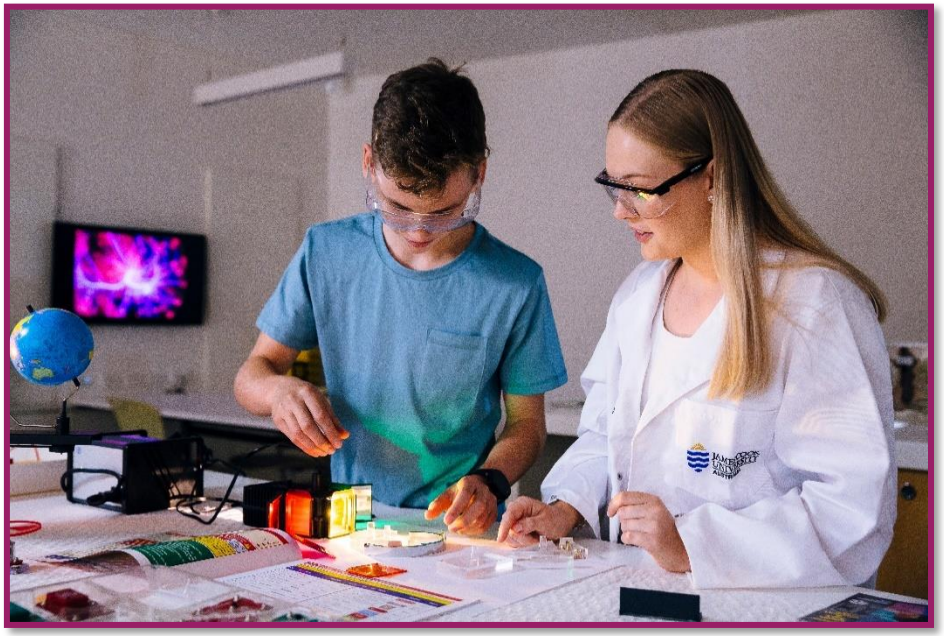
Prior to Placement	Complete the Integrated Coursework Days to integrate learning of SP1 curriculum subjects SP1 & **build contextualisation** for placement Discussion to gain mutual understanding of co-planning and co-teaching models Discuss your Placement Reflective Analysis – using previous placement reports and feedback **Full-Time Load is equivalent to the load allocated to a beginning Graduate Student Teacher in your context. Full-time load to be balanced between two teaching areas across Junior and Senior Curriculum**

Suggested Focus Points using the **QPEFR Portfolio artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 1

- The GTPA is an in-depth appraisal of your enactment of evidence-informed practice
- School and class context implications upon learning and reflections on the impact of the quality of the learning environment on student success
- The focus of students, as learners, and their learning AND the professional decisions and judgements required to assure student learning

	Plan	Teach		Reflect and Appraise Next Steps for Learning
	Curriculum Requirements and Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	
Week 1 Planning Using Data (Aligns with GTPA Practice 1)	Engage in professional expectations dialogue with SBTE Discuss the alignment of whole school curriculum plans, yearly overviews and unit planning Provide relevant teaching documentation - Unit overview, summative assessment task, ISMG and available data on student learning to support GST to plan effectively Discuss literacy and numeracy demands of the planned unit and strategies to scaffold literacy and numeracy capabilities as relevant Discuss with SBTE the • required collection of artefacts for QPERF assessment requirements and GTPA • chosen focus students Ethically and confidentially begin collecting and analysing data for Class Profile and	SBTE is *Lead Teacher during* the co-teaching of a half-time load with subjects spread across both teaching areas Support and engage with student learning Observe strategies that help create and maintain a supportive and safe learning environment	Collect a range of diagnostic and baseline data Interpret results to establish • current level of performance • desired levels of performance • readiness for learning Use results to inform planning decisions for the following weeks of Placement	Identify learner goals for all students and strategies to progress learning, especially for focus students Identify the differentiated requirements that should be evidenced for upcoming plans • content • cognitive processes for students to learn • product • environmental conditions Prepare a **4-week plan** that considers learner needs and **aligns** Curriculum, pedagogy and assessment GST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals Utilise the **QPERF Portfolio** to engage in discussion as supportive evidence of APST's

	Learner Profiles for three focus students whose current performances are 'below' 'at' 'above' year level benchmark SBTE takes the *Lead Teacher role* during the co-planning of a full-time load with subjects spread across both teaching areas Have SBTE support you in planning and enacting a classroom management plan, with strategies to include prevention, correction, intervention, restitution, and crisis and reflective of school behaviour policy			



Suggested Focus Points using the **QPEFR Portfolio artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 2

- Given knowledge about learners, their needs, and curriculum requirements, what better ways are there to structure/differentiate teaching, learning and assessment experiences for the learners
- Discussion and justification of choices for pedagogical approaches
- Ways to develop a learning culture

	Plan	Teach		Reflect and Appraise Next Steps for Learning
	Curriculum Requirements and Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	
Week 2 Teaching & Learning Practice (Aligns with GTPA Practice 2)	GST Independently plans a full load (the equivalent of a beginning teacher load) across all subjects aligned junior and senior curricula in both teaching areas Utilise Week 1 analysis from diagnostic assessment and other collected data to inform planning Use official Curriculum and other relevant documents to plan connected teaching and learning sequences Plan for student's prior learning and diversity in the selection of teaching strategies	GST Independently teaches a full load (the equivalent of a beginning teacher load) across all subjects aligned junior and senior curricula in both teaching areas Develop and deliver lessons demonstrating differentiation for the whole class and your three focus students Develop language and strategies that support inclusive participation Incorporate a range of relevant teaching and learning strategies, including ICT	Provide feedback to your learners to support their learning progression Make judgments of student learning Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students	Reflection(s) on gaps between intended and enacted practice Reflect upon the range of teaching strategies chosen to support student engagement and learning and the reasons for selecting those strategies Document the evidence supporting the learning progression Reflect on the alignment of your differentiated Curriculum. Ensure that any changes you have made to your initial plan maintain alignment with the content and cognitive performance assessed in the summative task Incorporate Reflective Practice and annotated lesson plan notes into next step planning for Week 3 GST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals Utilise the **QPERF Portfolio** to engage in discussion as supportive evidence of APST's

Suggested Focus Points using the **QPEFR Portfolio artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 3

- Maintaining curriculum alignment and visibility of learning trajectories
- Early intervention strategies and support for students

	Plan	Teach		
	Curriculum Requirements and Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	**Reflect and Appraise Next Steps for Learning**
Week 3 Teaching & Learning Assessing Feedback & Professional Judgement (Aligns with GTPA Practice Components 2 & 3)	GST independently plans a full load across all subjects Document adjustments to planning Evidenced in your planning - general capabilities including literacy and numeracy Ensure lesson plans demonstrate the alignment of curriculum intentions and QCAA year-level standards between what is taught and what is assessed – the cognitive performance is aligned Build appropriate reinforcement and feedback into planning	GST independently teaches a full load across all subjects Continue to develop language and strategies that support inclusive participation	Plan and implement a Formative assessment (which aligns with the Summative task) to gauge learning progress to date Make judgments of student learning Provide feedback to your learners to support their learning progression Provide students with opportunities to reflect and comment on their own work Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students	Reflect upon the data sources and the alignment of your differentiated Curriculum. Ensure that any changes you have made to your initial plan maintain alignment with the content and cognitive performance assessed in the summative task Annotate your intended plan to reflect your enacted plan Reflection(s) on gaps between intended and enacted practice Incorporate Reflective Practice and annotated lesson plan notes into next step planning for Week 4 Reflect upon whether the intended and enacted plan – the (pedagogical decisions made prior/during lessons) resulted in learning for all the students GST initiate a mid-point reflective progress discussion with SBT Utilise the Formative Feedback Guide p.41 to discuss how GST is demonstrating evidence of developing towards meeting Graduate Level with all QPERF APSTs in both subject areas Utilise the QPERF Portfolio to engage in discussion as supportive evidence of APST's

Suggested Focus Points using the **QPEFR Portfolio artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 4

- Selection of assessment tools and practice and addressing fit for purpose and principles of inclusion
- Acknowledgment of the challenges in teaching, including making accurate and consistent judgements of student work during summative assessments

	Plan	Teach		
	Curriculum Requirements and Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	**Reflect and Appraise Next Steps for Learning**
Week 4 Teaching & Learning (Aligns with GTPA Practice 2)	Reaffirm lesson plans are demonstrating the alignment of curriculum intentions and QCAA year-level standards between what is taught and what is assessed – the cognitive performance is aligned GST independently plans a full load across all subjects	GST independently teaches a full load across all subjects Continue to develop language and strategies that support inclusive participation	Provide feedback to your learners to support their learning progression Support student learning and metacognitive development Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students	Provide feedback to your learners to support their learning progression Support student learning and metacognitive development Assess the impact of your pedagogical decisions, drawing on evidence from the whole class and your three focus students Discuss next step learner progression towards Summative demonstration of learning while maintaining curriculum alignment GST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals Utilise the **QPERF Portfolio** to engage in discussion as supportive evidence of APST's

Suggested Focus Points using the **QPEFR Portfolio artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 5

- How can reliability be improved? In what ways can the moderation process be enhanced?
- The role of the Australian Professional Standards for Teachers
- Acknowledgment of the joys of teaching and the influences and reasons for being a Professional Educator

	Plan	Teach		Reflect and Appraise Next Steps for Learning
	Curriculum Requirements and Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	
Week 5 Assessing Feedback & Professional Judgement (Aligns with GTPA Practice 3)	GST independently plans a full load across all subjects	GST independently teaches a full load across all subjects	Implement planned summative assessment Assess and provide feedback to student's work samples to support their learning progression with a cognitive commentary Identify demonstrated learning in the Curriculum, general capabilities, including literacy and numeracy and higher-order thinking	GST to mark student work samples. Grade student work applying relevant standards and criteria informing your judgement Discuss judgement with SBTE Engage in Moderation with SBTE Keep a record of your moderation meeting **Sign** the moderation template Evaluate the quality of the feedback you provided in order to progress student learning Assess the impact of your pedagogical decisions over your 5-week Placement, drawing on evidence from the whole class and your three focus students Have each of your students met their learning targets? How do you know? Collate a summary of learner progress to discuss with SBTE for a handover

Assessment for Graduate Student Teacher during Week 5			
	GST	**SBT**	**GST & SBTE**
Week 5	GST to ensure they acquired all evidence required to complete GTPA GST to ensure all evidence is de-identified Discuss with SBTE their written rationale – QPERF Portfolio Personal Statement Complete a one-page Reflection – QPERF Portfolio *before* the final day of Professional Experience	SBTE final sight and discussion with the GST's Professional Experience QPERF portfolio to inform their assessment of the GST's performance Evaluate GST's professional learning and demonstrated evidence against QPERF Report (minimum of 'Graduate' in EACH standard descriptor) Final evaluation: Evaluate GST's professional learning against QPERF (minimum of Graduate standard) for BOTH teaching areas QCT Evidence Guide (refer to Achievement standard)	Co-reflect the achieved Placement Goals with GST leading the reflection Co-reflect the appraisal of the impact on student learning and professional identity with GST leading the reflection Co-reflect the Professional Experience using the QPERF Portfolio with GST leading the reflection

Final Graduate Professional Experience QPERF Portfolio

Demonstrating Evidence of Professional Standards

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 Professional Experience Portfolio with the suggested relevant artefacts is a working document to be used continually throughout the placement, guiding reflective practice discussions between the SBTE and GST. The specific artefacts the GST chooses should be evidence of the GST demonstrating the relevant Australian Professional Standards for Teachers (APST) descriptors. The artefacts should prompt dialogue supporting GST's understanding, knowledge and development of the APST for this phase of development.

The GST will discuss with the SBTE the artefacts for assessment prior, to or on the first day of the Professional Experience Phase. The SBTEs view the Professional Experience Portfolio to inform and support their assessment of the GST's performance over the Professional Experience Phase. The SBTE, SC or visiting JCU representative may view the portfolio at any time throughout the placement.

GST will present and discuss their portfolio with their Academic Liaison.

		Artefact examples to be annotated for inclusion to Support Demonstration of the Professional Standards **Graduate Level**
Personal Statement		A written rationale supported by scholarly resources for continued professional learning and the implications for improved student learning (150 – 200 words) Annotated Placement Reflective Analysis **APST 6.3**
Professional Knowledge	**Planning Effectively**	**Planning using data and evidence – collecting data to gauge learner needs and readiness for learning** • Three learner profiles across a range of year-level benchmarks and class profiles based on system data, previous assessment tasks, supportive inclusion and wellbeing plans, insights from SBTE, class socio-gram, observation notes **APST 1.1** • Annotations of modifications depending on students' physical, social and intellectual development **APST 1.1** • A sequence of lessons (at least three lesson plans) responsive to the diversity of all students, general capabilities, subject-specific literacy and numeracy requirements, and demonstrates alignment with learner profiles, Curriculum, pedagogy and assessment **APST 1.3, 2.2, 2.3, 2.5** • Lesson plans with differentiated tasks to meet the learning needs of students across the full range of abilities **APST 1.5, 1.6** • Discussion notes regarding how the learning needs of students with different disabilities could be met **APST 1.6** • Lesson plan with teaching strategies consolidating students' understanding of complex concepts APST **2.1** • Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes **APST 2.3** • Inclusion of a broad range of ICT teaching resources and learning activities e.g., project-based learning, web-based research, Web 2.0 tools **APST 2.6** ***Dependent on context***: • Integrate culturally sensitive resources, language and strategies aiming for engagement **APST 1.4** • Resources and/or reflection that indicates input from Aboriginal and Torres Strait Islander colleagues and/or appropriate elders **APST 2.4**

Professional Practice	Teaching Effectively	**Differentiated Delivery Instruction** • Documented strategies to determine whether when students have or have not attained a learning goal with the annotated lesson plan drawing upon previous lesson delivery to plan and implement relevant, engaging, and significant learning experiences **APST 3.1, 3.2** • Samples (visual representation) of an extended range of teaching strategies **APST 3.3** • Samples of the use of a variety of technologies **APST 3.4** • Samples of the impact of learning because of the use of a range of questioning techniques to elicit understanding **APST 3.5** • Written reflections evaluating your lessons based upon student feedback and suggestions for improved pedagogy **APST 3.6** • Contextually relevant opportunities for parents/carers to be involved in student learning e.g. online platforms for interaction **APST 3.7**

	Managing Effectively	**Planning for Safe and Supportive Learning Environments Supporting Student Wellbeing**
		• Document expectations of student learning and behaviour that show care for individuals, as well as considerations of school policy **APST 4.1**
		• Document SBTE's feedback on communication skills and the strategies implemented in fostering learning and engagement **APST 4.1, 4.2**
		• Reflection on inclusive strategies, modelling positive learning behaviour, maintaining clear expectations, rules and consequences, strategies to motivate and refocus learners, and application of SBTEs' feedback **APST 4.3**
		• Document school's well-being initiatives – policy or programs and how they are enacted **APST 4.4**
		  ○ An example of a strategy to support a student's well-being, e.g., cyber safety/digital footprint
		  ○ An example of a strategy to support a student's resilience and wellbeing
		  ○ An example/documentation of how the school promotes staff wellbeing and resilience
		  ○ An assessment task that includes clear guidelines for academic integrity
		• Samples of explicit teaching and learning strategies to promote safe, responsible, and ethical use of ICT in teaching and learning **APST 4.5**

	Assessing and Recording	**Assessment of Learning Progress** • An example of a designed formative and/or summative assessment **APST 5.1** • An example of a formative assessment task with written task level feedback provided to students to inform next steps to meet criteria **APST 5.2** • Record of moderation practices **APST 5.3** • Reflections on the evidence gathered through assessment tasks **APST 5.4** • Visual representation of the chosen approach to collecting, organising, and storing assessment data consistent with school policies and procedures **APST 5.5**
Professional Engagement	Professional Conduct	**Demonstrating professional conduct** • Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards **APST 6.1** • Critical reflection analysing the extent of achievement with chosen professional learning goals **APST 6.3** • Certificate/notes from the engagement in offered professional development opportunities **APST 6.4** • Examples of effective and professional interaction with colleagues and duty of care for students reflective of school administrative requirements **APST 7.1, 7.2, 7.4** • Example of communication expressing appropriate language, that is sensitive to the backgrounds and needs of students, families and parents/carers **APST 7.3**
	Reflective Practice	**One-page reflection on Professional Experience** Focus on appraising your impact and the development of your professional identity over both your Professional Experiences **APST 7.1**

Formative Feedback Sheet

Not to be Submitted

D: Developing Adequately **N:** Needs Attention

Domains	Teaching Segment	D	N
Knowledge	Knows student names		
	Shows an interest to know every student		
	Shows an understanding and impact on/for learning - relevant to student need		
	Uses school curricular resources appropriately		
	States clear and appropriate lesson intent		
	Designs a logical teaching and learning sequence		
	Provides clear procedures and instructions		
	Provides learning experiences that engage students		
	Considers literacy and numeracy requirements		
	Provides adjustments/differentiation for content / cognitive processes for students to learn / product / environmental factors		
	Demonstrates understanding of the content /concepts		
	Explains lesson content clearly and accurately		
	Delivers an appropriately paced lesson		
	Gathers student feedback to inform next step learning		
	Achieves lesson intent		
	Sets achievable challenges for students		
	Uses and develops a range of resources, including ICT / manipulatives (numeracy)		
	Uses a range of teaching strategies that align with the content of the lesson		
	Provides learning experiences that engage students in learning		
	Communicates clearly and accurately using Spoken language Written language		
	Uses voice effectively: varies intonation, volume, tone and speed		
	Distributes widely different levels of questions demanding deeper thinking by the students		
Practice	Provides sufficient time for students to respond		
	Responds to students in an encouraging, inclusive and respectful manner		
	Provides clear expectations		
	Waits for class attention before speaking		
	Establishes and maintains safe and inclusive routines and procedures		
	Provides clear instructions and directions		
	Transitions a class smoothly from one task to another		
	Moves systematically around the room		
	Recognises all levels of off-task behaviour		
	Responds to re-engage students in learning		
	Uses a range of strategies to refocus and engage students in learning		
	Monitors student behaviour: reinforces positive behaviour		
	Responds firmly and calmly towards challenging behaviour		
	Delivers appropriately paced lessons		
	Achieves lesson intent		
	Checks for student understanding at appropriate moments		
	Provides timely and specific feedback to support student learning		

D: Developing Adequately **N:** Needs Attention			
Domains	**Teaching Segment**	**D**	**N**
Engagement	Submits lesson plans in advance		
	Organises resources for lessons in advance		
	Participating in staff/curriculum meetings and professional development opportunities		
	Implements constructive feedback to improve professional knowledge and practice		
	Is punctual – class, meetings, duties		
	Displays a positive attitude		
	Initiates discussions concerning personal development		
	Takes responsibility for engaging in all Placement requirements		
	Displays professional boundaries with students		
	Demonstrates care for the well-being of students		
Suggestions			

College of Arts, Society & Education

MASTER OF TEACHING & LEARNING

ED5979
Secondary

Final Graduate Professional Experience Final QPERF Report

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

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

JCU Graduate Student Teacher:		JCU Student ID:	
JCU Partnership School:			
SBTE/s:			
To Meet Accreditation Both Teaching Areas balanced across Junior & Senior Curriculum	Year Level	Teaching Area/Subject	

The following activities completed, as outlined in the Professional Experience Handbook:

☐	GST Presented & Discussed Professional Experience QPERF Portfolio with SBTE **throughout** the Placement
☐	Minimum of 'G' (Graduate level) in **ALL** descriptors against the QPERF Report.
☐	Completed the required number of Professional Experience days (25 consecutive days)
If supervised by two Site Based Teacher Educators, **ONLY** one Report per Placement is required—moderated between Site Coordinators for BOTH teaching areas.	

Supervising teachers are not required to provide an overall assessment score for the Graduate Student Teacher; this is determined by higher education institutions as part of their assessment processes.

APST Graduate Career Stage descriptors have been grouped to assist the supervising teacher's observation and assessment of professional experience. All sections are weighted evenly. Some descriptors are dependent on context so may not be assessable for all Graduate Student Teachers during the final summative professional experience. A single piece of evidence may address multiple descriptors, including those in several sections of this form.

Higher education institutions are encouraged to use this document as a basis for non-summative professional experience reporting templates used at earlier professional experience placements.

Assessment ratings	
Exceeding graduate level (E)	Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career Stage.
Graduate level (G)	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage.
Developing towards graduate level (D)	Awareness of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level.
Below graduate level (B)	Little or no evidence of knowledge, practice and engagement or awareness that meet the descriptors at the APST Graduate Career Stage.

Final professional experience recommendations

This page is to be completed by the Graduate Student Teacher

Graduate Student teacher's name				
Dates	(Full duration of professional experience): *From* / / *to* / /			
School name and address				
Number of days (Including pre-placement days)				
School Context (where applicable) To complete this section Please refer to: schoolsdirectory.eq.edu.au/	Metropolitan	Provincial	Rural	
	Remote	Low socio-economic community	Indigenous community	
	☐ Other *(Please indicate):*			
Learning phase	☐ Early childhood	☐ Primary	☐ Junior secondary	☐ Senior secondary
Curriculum specialisation				
Class size Number of students in professional experience class	*Class 1*	*Class 2*	*Class 3*	
Classroom context (where applicable)	☐ Students with a disability	☐ Indigenous students	☐ Culturally and linguistically diverse students	

Summary of prior experience

Strengths identified in your previous teaching professional experience/s	
Teaching professional experience/s you have completed in a rural and remote locations	
Teaching professional experience/s you have completed with Aboriginal groups or Torres Strait Islander communities	
Teaching professional experience/s you have completed with students with a disability	

Section 1: Planning effectively — preparation for teaching

Examples of evidence

Artefacts that have been modified by the Graduate Student Teacher to suit the needs of the class such as:

- unit/lesson plans and resources
- school and system documents.

Documented feedback and evaluation of planning that reflects:

- curriculum content, sequencing, scaffolding, learning activities,
- differentiation and teaching strategies
- the Graduate Student Teacher's written reflections.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	☐	☐	☐	☐
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	☐	☐	☐	☐
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	☐	☐	☐	☐
Organise content into an effective learning and teaching sequence.	APST 2.2	☐	☐	☐	☐
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	☐	☐	☐	☐
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	☐	☐	☐	☐
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	☐	☐	☐	☐
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	APST 1.6	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the Graduate Student Teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A supervising teacher's observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The Graduate Student Teacher's reflections and application of
- supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1	☐	☐	☐	☐
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	☐	☐	☐	☐
Include a range of teaching strategies.	APST 3.3	☐	☐	☐	☐
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	☐	☐	☐	☐
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	☐	☐	☐	☐
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	☐	☐	☐	☐
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	APST 1.4	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Describe a broad range of strategies for involving parents/carers in the educative process.	APST 3.7	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the Graduate Student Teacher in relation to this section.
Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 3: Managing effectively — create safe and supportive learning environments

Examples of evidence

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plans, and individual student behaviour plans.
- A supervising teacher's observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections and records of professional conversations.
- The Graduate Student Teacher's written reflections and application of supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
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	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of Graduate Student Teacher in relation to this section.
Comments are required if 'Developing Towards Graduate Level' or 'Below Graduate Level' has been identified for any of the descriptors.

Section 4: Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, guides to making judgements, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans.
- A supervising teacher's observation notes including comments on formal and informal feedback, questioning techniques and assessment.
- The Graduate Student Teacher's written reflections and application of
- supervising teacher feedback.
- Data gathering tools such as checklists developed or adapted by Graduate Student Teacher.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	☐	☐	☐	☐
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	☐	☐	☐	☐
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	☐	☐	☐	☐
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.	APST 5.5	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of Graduate Student Teacher in relation to this section.
Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 5: Professional conduct

Examples of evidence

- Artefacts such as annotated school and system policies and procedures, and communication with parents/carers.
- A supervising teacher's observations including comments on understanding and adherence to legislative requirements.
- Documentation of participation in school activities including duties, staff meetings and professional development.
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff and external professionals.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	☐	☐	☐	☐
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	APST 4.5	☐	☐	☐	☐
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	☐	☐	☐	☐
Understand the relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage.	APST 7.2	☐	☐	☐	☐
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of Graduate Student Teacher in relation to this section.
Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 6: Excluded descriptors

All descriptors can be assessed in a professional experience setting; however to focus the final professional experience the following four descriptors will be assessed in coursework and do not require assessment in the final professional experience.

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	APST 1.2
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in Identifying professional learning needs.	APST 6.1
Understand the relevant and appropriate sources of professional learning for teachers.	APST 6.2
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	APST 6.4

Section 7: Overall comments

Please use this space to describe the Graduate Student Teacher's overall strengths and areas for development.

Section 8: Moderation

Please identify who has moderated the assessment of the Graduate Student Teacher.

Moderation may be completed through classroom visit/s or as a panel discussing the evidence and awareness demonstrated by the Graduate Student Teacher.

Site coordinator's name		Signature Date	/ /
Higher education institution (HEI) representative's name **Digitally Signed by Professional Experience Academic Coordinator once submitted to JCU**	Trisha Telford	Signature Date	/ /
Name of HEI representative who conducted school visits **JCU Academic Liaison – Record the name of assigned Academic Liaison and date of the visit**		Date	/ /
Other moderator name and position if applicable		Signature Date	/ /

Section 9: Signatures

Each of the signatories must retain a copy of this report for their records.

The Graduate Student teacher's signature **indicates they have sighted** this completed report.

Graduate Student teacher's name		Signature Date	/ /
Supervising teacher's name Teaching Area 1		Signature Date	/ /
Other supervising teacher's name Teaching Area 2		Signature Date	/ /

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