

Master of Teaching and Learning (Primary)

Subject Outline and Professional Experience Handbook

ED5974: 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 Reports

Subject Requirements - Final Graduate Professional Experience ED5974

Credit Points: 3.0

Subject Description:

This subject is part of the developmental curriculum for Professional Experience within the Master of Teaching and Learning (Primary) 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. Graduate Student Teachers will complete a 25-day block practicum in a primary school and complete a range of activities to demonstrate their professional competence and assure the Graduate Student Teacher Australian Professional Standards. Graduate Student Teachers 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 advanced and integrated understanding of teacher professional knowledge, practice, and engagement in the context of their professional experience placement
- demonstrate the ability to design, implement and evaluate curriculum, assessment and differentiated learning opportunities, with a view to enhance learning outcomes for all students, including those from diverse cultural, linguistic, and socio-economic backgrounds and with specific learning needs
- model mastery of professional numeracy and literacy content and the application of strategies for teaching numeracy and literacy in a variety of curricular contexts
- enact 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
- use the Graduate Student 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 6 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 ED5974 Final Graduate Professional Experience.

Placement Goals and Structure of Final Year Placements

In the ED5974, 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 ED5974

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

ED5974

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
ED5950 Learning for Diverse Learners in Primary School Contexts 15-day placement	ED5960 Teaching for Learning in Diverse Primary School Contexts 20-day placement	ED5970 Teachers as Leaders for Learning and Change	ED5980 Teachers as Researchers for Learning and Change
ED5916 Mathematics Numeracy for Primary Teachers	ED5961 English Education for Primary Teachers	ED5973 Science and Sustainability Education for Primary Teachers	ED5981 Culturally and Linguistically Diverse Classrooms and Communities
ED5952 Aboriginal and Torres Strait Islander Education in Primary School Settings	ED5962 Mathematics Education for Primary Teachers	ED5971 Humanities and Social Science Education for Primary Teachers	ED5953 The Arts for Primary Teachers
ED5915 Language and Literacy Education for Primary Teachers	ED5963 Digital and Design Technologies for Primary Teachers	ED5972 Health and Physical Education for Primary Teachers	
		ED5974 Final Graduate Professional Experience QPERF Assessment	



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)

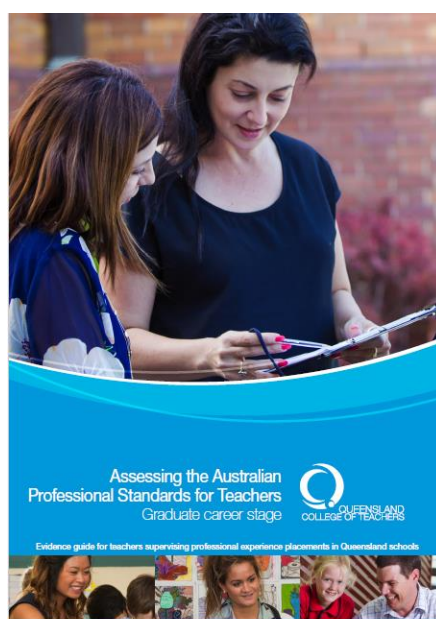
Trisha Telford	07 4781 5424	trisha.telford@jcu.edu.au
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Handbook Abbreviations

<p>CASE: College of Arts, Society and Education</p> <p>GTMJ: Guide to Making Judgement</p> <p>GRR: Gradual Release of Responsibility</p> <p>GST: Graduate Student Teacher</p> <p>QPERF Portfolio: Placement Portfolio - Evidence of Demonstrating Practice</p>	<p>QPERF Report: Queensland Professional Experience Reporting Framework</p> <p>SBTE: Site-Based Teacher Educator</p> <p>SC: Site Coordinator</p> <p>SPT: Student Placements Team</p> <p>WIL: Work Integrated Learning</p>
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Glossary of Web Links

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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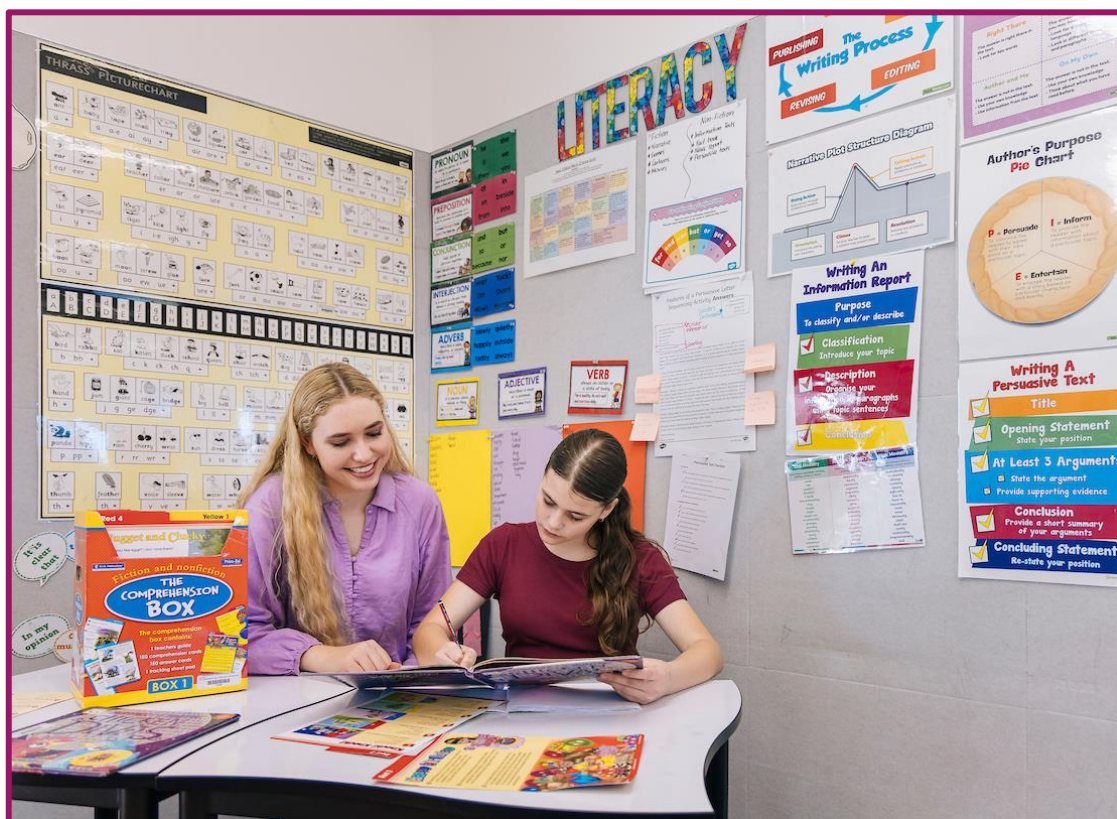
Important Placement Notice

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 (GSTs) 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 ED5974 (5-week consecutive block)

Term 2 – 22nd April – 28th May

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

- **Before placement:** Complete the required 8 (eight) remaining Integrated Coursework Days with an emphasis on classroom contextualisation and SP1 curriculum coursework subjects – Negotiated with GST and SBTE
- **Week 1:** SBTE takes the *Lead Teacher role* providing *Gradual Release of Responsibility* to GST during the *co-planning* and *co-teaching* of all English and Mathematics lessons - including specialisation subjects – (*HPE, Science, HASS, Technology* may require negotiation to timetable for grade level)
- **Weeks 2 - 5:** GST is *Lead Teacher* to independently *plan* and *teach* a full load across all curriculum areas – including specialisation (required for GTPA)

Important Notification

** If the school has a Specialised Teacher for the following (HPE, Technology, Science), GST spends a day per week with that Teacher co-planning and co-teaching to see the breadth of the curriculum within that specialisation.

For their requirement to independently plan and teach that specialisation to meet Accreditation requirements of the GTPA – GST independently plans and teaches their assigned year level.

Please refer to Professional Experience Handbook for the Detailed Weekly Planning, Teaching, Assessing and Reflecting Tasks to support GST's development Towards 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:** 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 with Specialist teacher for GST's specialisation if required) 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

ED5950 - 5 days

ED5960 - 7 days

ED5974 - 8 days to be completed **before commencing** ED5974 – ([Please Integrated Coursework Suggested Activities](#))

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 Induction

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

Expectations

- GST and SBTE expectation discussion regarding assessment report and plan for placement
- SBTE shares relevant school curricular documents -unit overview, Summative assessment task, GTMJ 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

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

Assesment & 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

<p>Ensure your Blue Card is current (will not expire before or during placement)</p> <p>Attach your Blue Card and JCU Student ID card to a (preferably) JCU lanyard, ready for you to wear on placement at all times</p> <p>Meet all Professional Experience Placement Requirements to be eligible for placement - including attendance at Professional Experience Workshops and LANTITE</p>	<p>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</p> <p>Please see School Partnership Support Timetable in the JCU Professional Experience Resource Portfolio for all joining links</p>	<p>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</p> <p>Please see School Partnership Support Timetable in the JCU Professional Experience Resource Portfolio for all joining links</p>
<p>Contact the SC. Agree on a time to meet, in person or via Zoom/Teams, to discuss your upcoming placement</p> <p>Discuss times to complete the 8 remaining Integrated Coursework Days BEFORE placement commences</p>	<p>Meet with GST</p> <p>Confirm GST's specialisation subject</p>	<p>Meet with GST</p>
<p>Attend the three Professional Experience Workshops</p> <p>Enquire about the school's Workplace Health and Safety Policy and Risk Management Policy</p> <p>Become familiar with school policies</p> <p>You may be required to be proactive and ask your SC or Supervising Teacher about these policies</p> <p>You may be required to "sign off" on your understanding of the policies</p>	<p>Direct your colleagues to the provided JCU Professional Experience Resource Portfolio - Induction guide, handbooks, Professional Experience Calendar, digital reports and supporting resources</p> <ul style="list-style-type: none"> • Integrated Learning Program Partnership <i>General Handbook</i> QCT Evidence Guide for Graduate Standard • MTL Primary ED5974 QPERF Report • Website link to QCT support resources for SBTE 	<p>Become familiar with the Key Elements (infographics) of the Professional Experience Placement Handbook</p> <ul style="list-style-type: none"> • 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 <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>Review the following documents</p> <p>QCT</p> <ul style="list-style-type: none"> • Code of Ethics • Professional Boundaries • Guide of Evidence <p>JCU</p> <ul style="list-style-type: none"> • Student Code of Conduct • JCU Induction Guide <p>Have full knowledge of</p> <ol style="list-style-type: none"> a) Professional Experience Handbook b) Placement Learning Goals c) Detailed Weekly Learning Tasks d) Portfolio Requirements e) Assessment and Reporting Requirements 	<p>Record GST's emergency contact details and sight their Blue Card</p> <p>Induct GST to Workplace Health and Safety school policies and procedures</p> <p>Orient GSTs to the school ethos, professional conduct expectations, pedagogical framework, behaviour management, policies, and school procedures</p>	<p>Ensure you have received and have access to the following:</p> <ul style="list-style-type: none"> • QCT Evidence Guide • Professional Experience QPERF Report p.43 • Support resources for SBTE: See QCT website
<p>Complete the personal statement component of your QPERF Portfolio</p> <p>Complete the Placement Reflective Analysis</p> <p>Prearrange your QPERF Portfolio structure – include the five sections of the QPERF report</p> <p>Access the JCU Subject Site for supporting documents and Professional Experience support</p>	<p>Advise GST</p> <ul style="list-style-type: none"> • how they should contact you for support when you might check- in on them <p>Advise SBTE</p> <ul style="list-style-type: none"> • how you might support them in the assessment and reporting that final year GSTs are required to complete GTPA after their Final Phase of Placement 	<p>Discuss the GST’s Placement Reflective Analysis</p> <p>Provide your GST</p> <ul style="list-style-type: none"> • timetable • student information/data to support GST’s understanding of student 'readiness' and planning preparation • relevant curricular resources for the placement • relevant management procedures
<p>Review GTPA assessment tasks linked to practice and plan to collect artefacts, as required</p> <p>Discuss with SBTE the required artefacts for assessment</p> <p>Follow the detailed weekly placement tasks</p> <p>Develop Professional Experience</p>	<p>Initiate early the At-Risk Procedure if GST is at risk of not meeting requirements p.17 & p.18</p> <p>Form is located in the JCU Resource Portfolio</p>	<p>Clarify your expectations with your GST:</p> <ul style="list-style-type: none"> • 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
<p>Collate a summary of learner progress to discuss with SBTE for a handover</p> <p>Ensure all resources and teaching materials are returned</p> <p>Display professional courtesy and good manners by extending your thanks towards all staff and school community</p>	<p>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</p> <p>Direct and support your colleagues to the JCU Professional Experience Resource website (pay claims)</p>	<p>Discuss assessment of GST with your SC if deemed necessary</p> <p>Discuss the written report with GST</p> <p>Sign the Professional Experience Report and submit it to SC to submit to JCU</p> <p>Submit your pay claims by the end of the placement dates</p>
<p>Fill out all GST's requirements of Final QPERF Report p.45</p> <p>Retain a copy of your signed Professional Experience QPERF Report</p>	<p>Two weeks to complete and submit GTPA</p>	

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 SC's/SBTE's 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
<p><i>Prior to final placement</i></p> <p>Date: Wednesday 17th April Optional Drop In </p>
<p><i>During placement</i></p> <p>Date: Wednesday 24th April (Week 1) Optional Drop In</p> <p>Date: Wednesday 1st May (Week 2) Optional Drop In</p> <p>Date: Wednesday 8th May (Week 3) Optional Drop In</p>

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

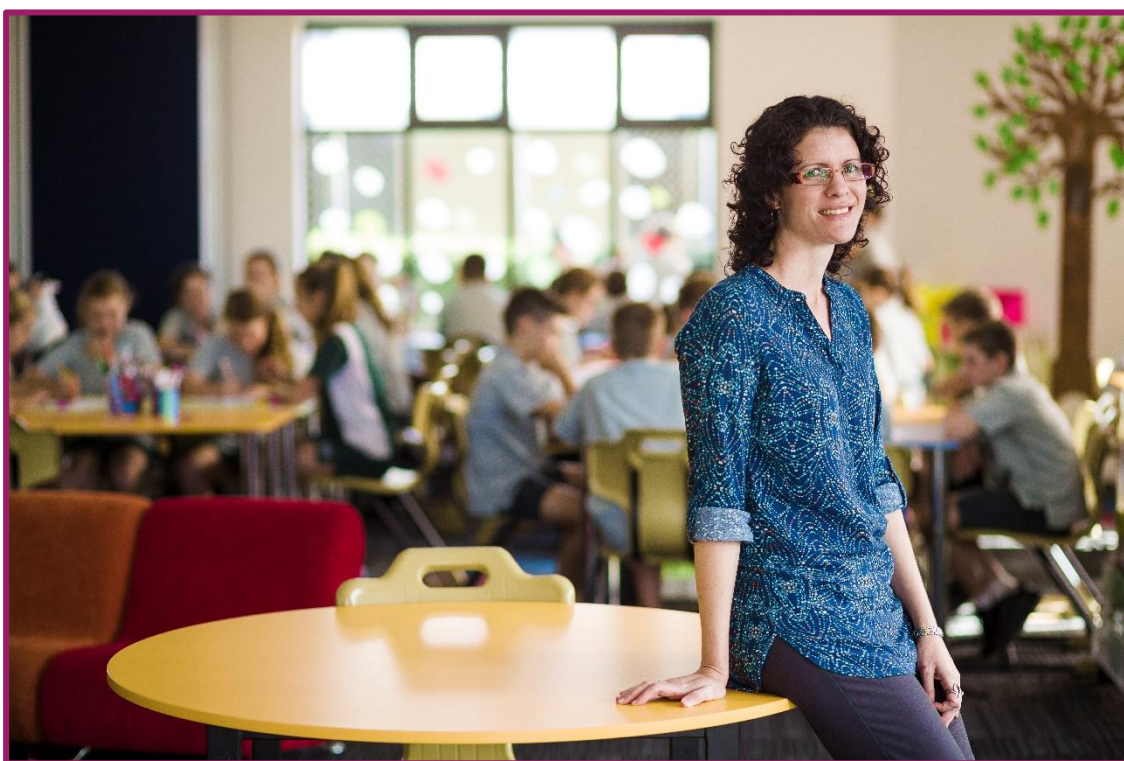
Final Phase Placement ED5974
Each Thursday From 22nd April To 23rd May, 4-5pm
Hosted in your LearnJCU Subject Site ED5974 SP1

Academic Liaison

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

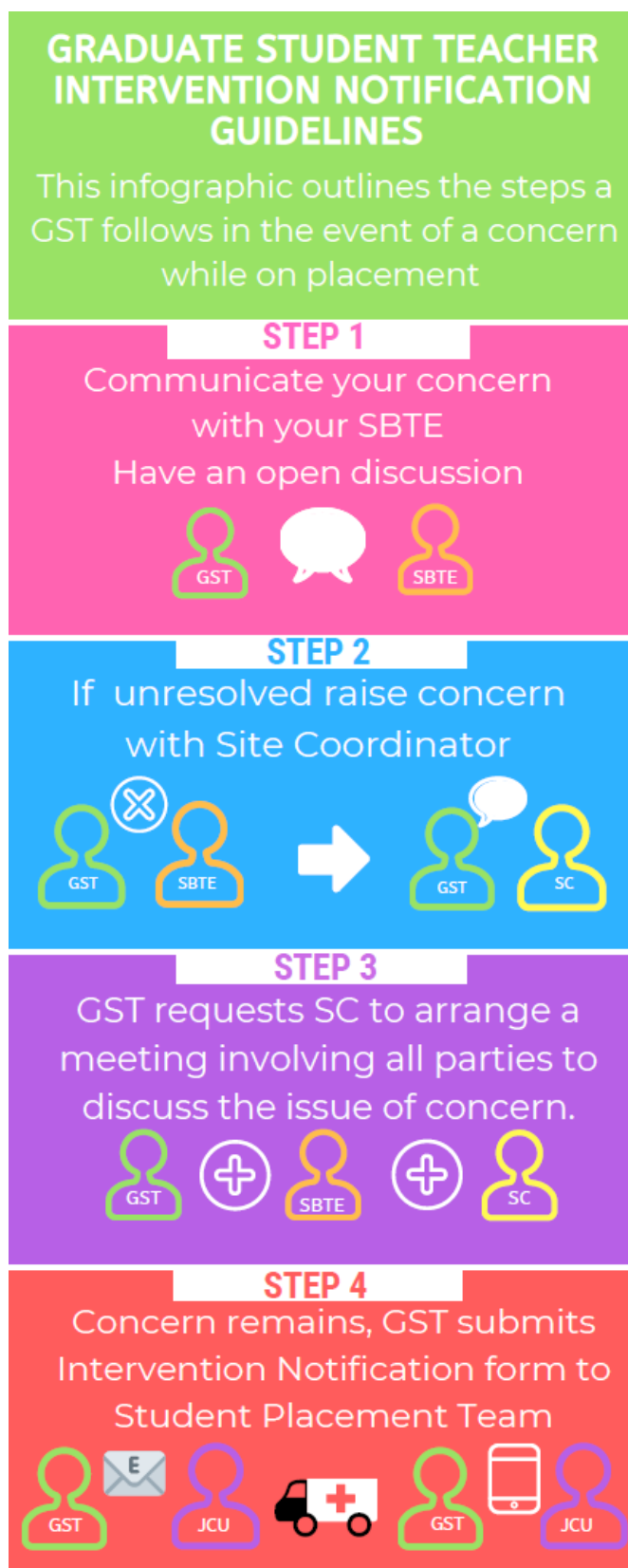
For the final placements, the GST is supported by a JCU Academic Liaison who will:

- Support GST through final phase of Professional Experience (Professional Experience ED5974)
- Establish contact with the GST and SC early in the Final Professional Experience ED5974
- 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 GST's 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



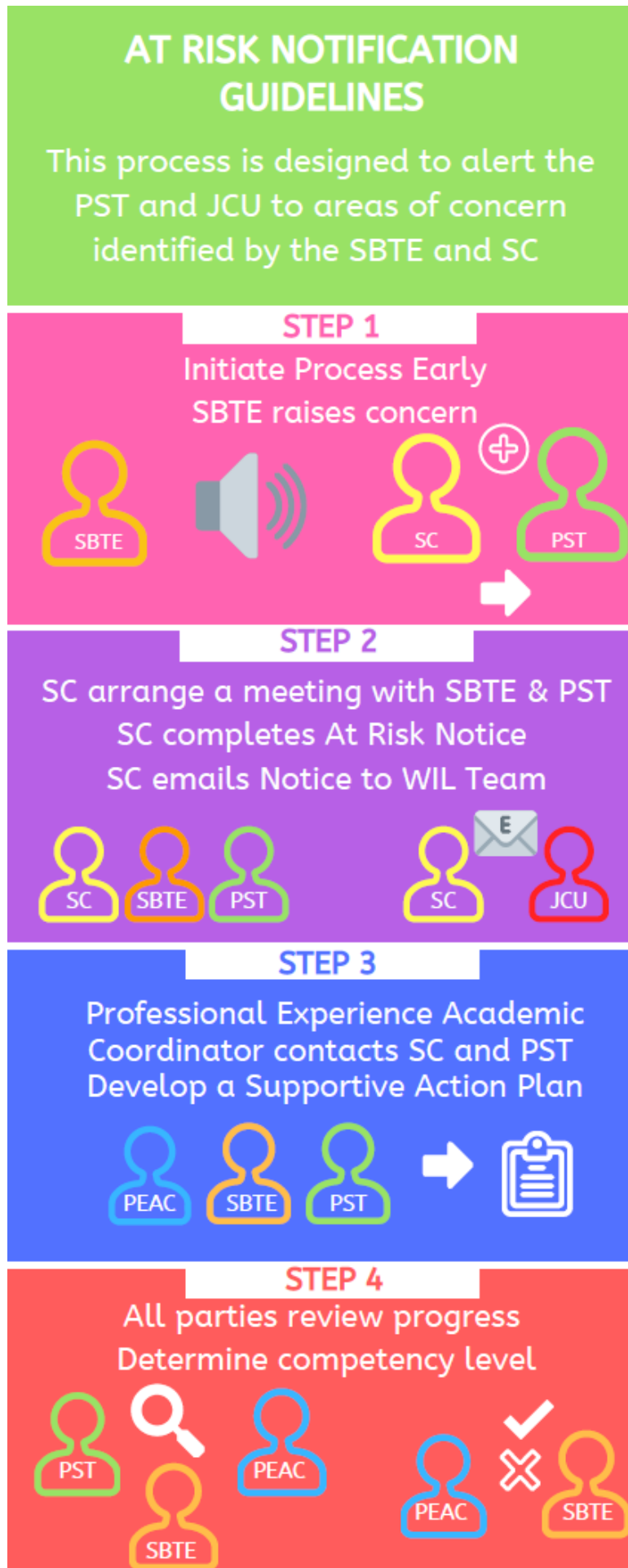
Graduate Student Teacher Request for Intervention

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 SC's 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

Guidelines for Assessment

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.

ED5974

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 <u>exceeds</u> 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

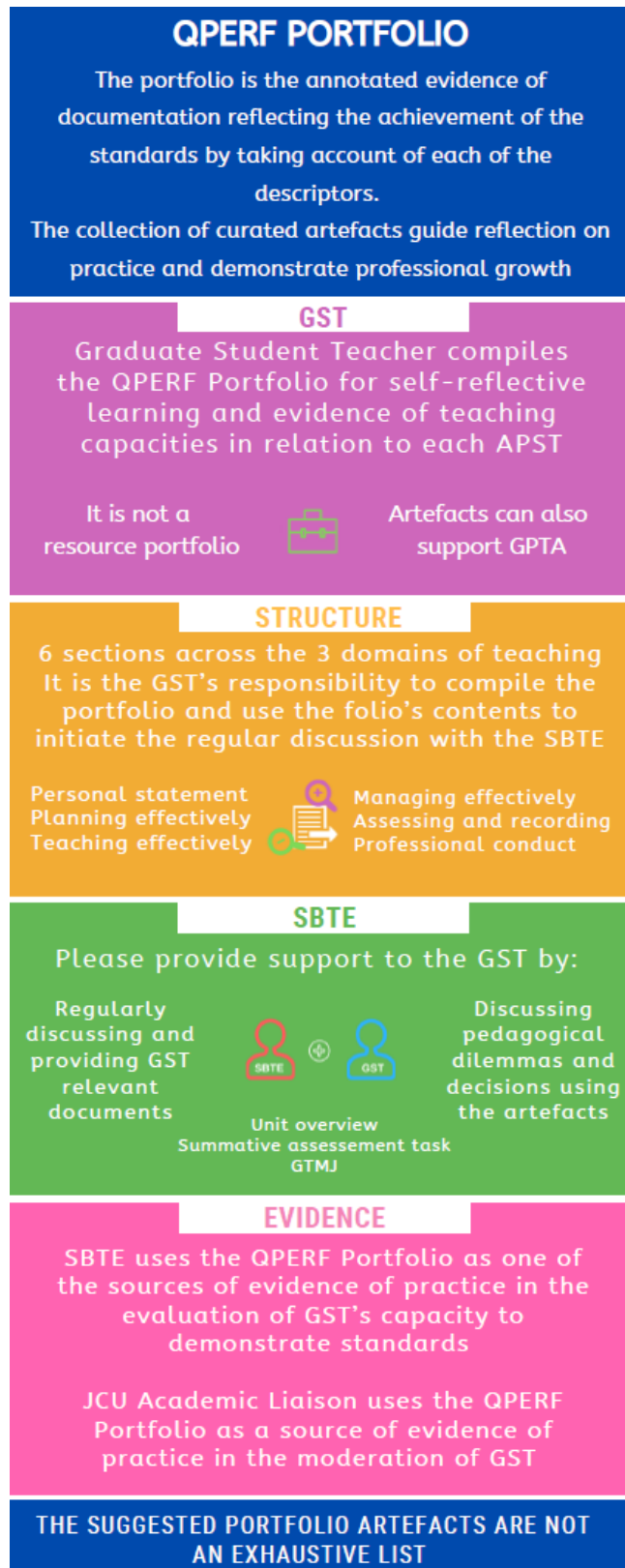
GST should regularly discuss their practice and evidence gathered within their QPERF Portfolio with their SBTE, including specialisation SBTE, to ensure they are both understanding and developing capacity for each of the Professional Standards.

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

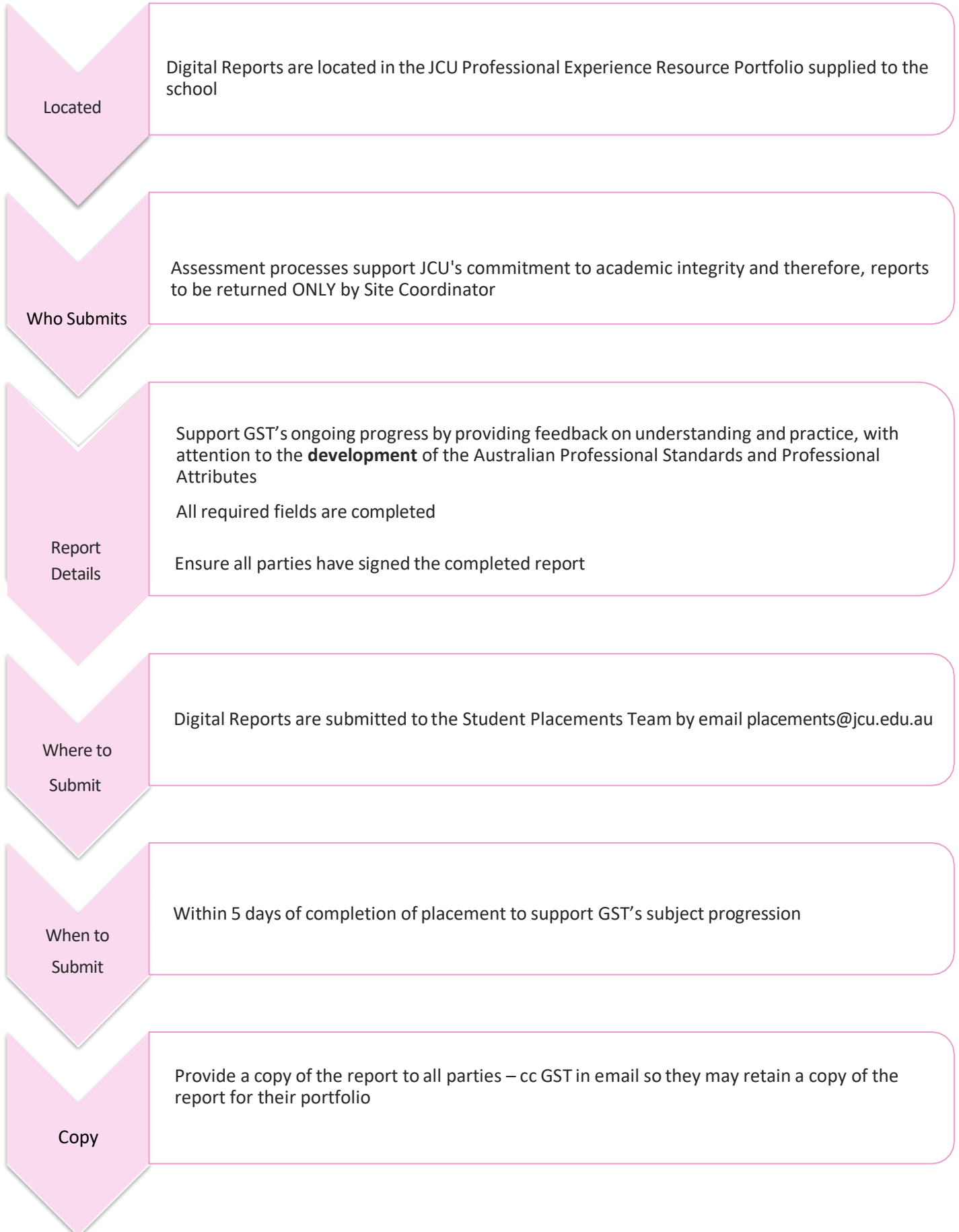
QPERF Portfolio Assessment Requirement

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 an 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 children'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



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.

GST's 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

<p>ED5974 Final Graduate Professional Experience</p> <p>To support contextualisation for Final Placement</p> <p>ED5970 Teachers as Leaders for Learning and Change</p> <p>To support coursework learning & assessment</p>	<p>Suggested focus points to engage in professional dialogue to build contextualisation of school and class to prepare for Final Placement</p> <ul style="list-style-type: none"> • 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 • Engage in specialisation subject – HPE, Science, HASS, Technologies • 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 learner 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 	
<p>ED5973 Science and Sustainability Education for Primary Teachers</p> <p>To support coursework learning & assessment</p>	<p>Activities</p> <ul style="list-style-type: none"> • Observe the planning resources already in place for the teaching of science • Observe any science/STEM resources available at the school and make note of any materials/equipment/resources that you have not interacted with before <p>Discussions</p> <ul style="list-style-type: none"> • Discuss the pedagogical strategies used to teach science in this classroom. Is the 5Es approach used? • Discuss the ways in which the literacy and numeracy demands of the science curriculum are scaffolded for the learners, and how their readiness to engage with the science curriculum is initially gauged • Consider the safety implications for planning inquiry-based science lessons in this classroom. How does this school manage risk assessment procedures? Is there a reporting format or portal that the teachers must use to record risk assessments? 	<p>Collect and annotate examples of:</p> <ul style="list-style-type: none"> • Scaffolds for literacy in science • Scaffolds for numeracy in science • Strategies used by the SBTE to enact inquiry-based lessons using the 5Es approach
<p>ED5971 Humanities and Social Science Education for Primary Teachers</p>	<p>Activities</p> <p>Critically analyse a HASS lesson plan or the enactment of a lesson, using the following questions as guides for that analytic work:</p> <ul style="list-style-type: none"> • What was the purpose of the HASS lesson? The purpose here is more than just a recitation of the learning objective and more a consideration of the enduring takeaway about the students’ 	<p>Collect and analyse Examples of resources or sources (e.g., sites) that depict various perspectives or voices to support the learning of being an active and informed citizen</p>

<p>To support coursework learning & assessment</p>	<p>world</p> <ul style="list-style-type: none"> • Did the lesson align with the rationale and aims of the HASS curriculum: https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/humanities-and-social-sciences? • Observe for possible moments or discussions for active citizenship (it may be outside a HASS lesson and within the day-to-day classroom life) • In what ways are students asked to consider various perspectives (e.g. racial, cultural, gendered), either within a HASS lesson or across other subjects or day-to-day classroom life? • Identify the ways children are purposely encouraged to critically explore whose voices are represented in the learning <p>Discussions</p> <ul style="list-style-type: none"> • What do they consider to be some of the complexities of the evidence that students need to provide of what they know and can do for the specific year level? • What general capabilities are key connections for the teaching of HASS and why do they personally see those connections to be important? 	
<p>ED5972 Health and Physical Education for Primary Teachers</p> <p>To support coursework learning & assessment</p>	<p>Activities</p> <ul style="list-style-type: none"> • Observe the types of movement experiences being offered to learners in the school? Note which are being outsourced • Observe the planning resources (including texts) accessed by teachers to design HPE lessons. Note what equipment (i.e., balls) teachers have access to for their lessons • Observe what grouping techniques the teacher uses to make teams or divide students into smaller groups • Observe attention-seeking methods used by teachers in outdoor settings • Observe how the playground structure at school is used. What movement opportunities the playground structure on the school grounds offer students? <p>Discussion</p> <ul style="list-style-type: none"> • Discuss the time allocations daily/weekly to providing PE lessons by way of comparison to Health lessons. Is this meeting the minimum guidelines? • Discuss the pedagogical strategies used to teach HPE. Is direct instruction, game sense/play practice, cooperative learning and/or task (circuit style) approaches used? • Discuss if you feel the school, you are at is promoting a physically literate learning environment or movement culture. What about efforts to promote health literacy? • Consider the safety implications for engaging learners in varying movement-related experiences - What about taking teams to sporting events at other places? What about when running athletic events or sports carnivals? • How does this school manage risk assessment procedures? Is there a reporting format or portal that the teachers must use to record risk assessments? 	<p>Assessment aimed to evaluate learners' movement proficiency (Fundamental Movement Skills and/or Specialised Movement Skills)</p> <p>Application of the TREE model to cater for mover diversity</p> <p>How ICT is being used to support learner engagement in HPE or for evaluative purposes. Note the technology being used</p>

Integrated Coursework Attendance & Completion Report

Name		Student Id:	
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Day	Date	School	Class	SBTE Name	SBTE Signature
1					
2					
3					
4					
5					
6					

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 Placement 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 EXPERIENCE OVERVIEW

WEEK ONE

Expectations dialogue
(including GTPA requirements)

Collection of baseline
data and evidence

Collect unit overview
summative assessment
task GTMJ

Co-plan and co-teach
GRR to GST to take
Lead Teacher Role

WEEKS TWO - FIVE



Independently enact an iterative plan,
teach, assess, cycle GTPA practice 2 - 5

Enacting evidence informed practice
considerations for week 2 - 5

Prepare 4-week
plan that aligns
curriculum,
pedagogy &
assessment GTPA
practice 1

Be collecting
QPERF folio
and GTPA
artefacts

Implement summative assessment
Assess and provide feedback to students
Discuss judgements
Moderation
GTPA practice 3

JCU Academic
Liaison visits

Co-reflect on teaching
GTPA practice 4

FINAL WEEK = SBTE AND GST
PORTFOLIO REVIEW AND QPERF REPORT COMPLETION

Professional Learning Weekly Tasks in Detail

Prior to Placement	<p>Complete the Integrated Coursework Days to integrate learning of SP1 curriculum subjects SP1 & build contextualisation for placement</p> <p>Discussion to gain mutual understanding of co-planning and co-teaching models</p> <p>Discuss your Placement Reflective Analysis – using previous placement reports and feedback</p>				
<p>Suggested focus points using the QPERF Portfolio annotated artefacts to engage in professional dialogue and reflective practice with SBTE during Week 1</p> <ul style="list-style-type: none"> • 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 <p>Full-Time Load is equivalent to the load allocated to a beginning Graduate Student Teacher in your context including non-contact.</p>					
Week 1	Plan		Teach		Reflect and Appraise Next Steps for Learning
	Curriculum Requirements and Student Readiness	Differentiated Delivery Instruction	Assessment of Learning Progress		
Planning Aligns with GTPA Practice 2	<p>Discuss the alignment of whole school curriculum plans, yearly overviews and unit planning</p> <p>Provide relevant teaching documentation – Unit overview, summative assessment task, GTMJ and available data on student learning to support GST to plan effectively</p> <p>Discuss literacy and numeracy demands of the planned unit and strategies to scaffold literacy and numeracy capabilities as relevant</p> <p>Discuss with SBTE the</p> <ul style="list-style-type: none"> • required collection of artefacts for QPERF assessment requirements and GTPA • chosen focus students <p>Ethically and confidentially begin collecting and analysing data for Class Profile and Learner Profiles for three focus students whose current performances are 'below' 'at' 'above' year level benchmark</p>	<p>SBTE takes the <i>Lead Teacher role</i> providing <i>Gradual Release of Responsibility</i> to GST during the <i>co-teaching</i> of all English and Maths lessons - include specialisation subject (<i>HPE, Science, HASS Technology</i> may require negotiation to timetable for grade level)</p> <p>Support and engage with student learning</p> <p>Observe strategies that help create and maintain a supportive and safe learning environment</p>	<p>Collect a range of diagnostic and baseline data</p> <p>Interpret results to establish the following</p> <ul style="list-style-type: none"> • current level of performance • desired levels of performance • readiness for learning <p>Use results to inform planning decisions for the following weeks of placement</p>		<p>Identify learner goals for all students and strategies to progress learning, especially for focus students</p> <p>Identify the differentiated requirements that should be evidenced for upcoming plans</p> <ul style="list-style-type: none"> • content • cognitive processes for students to learn • product • environmental conditions <p>Prepare a 4-week plan that considers learner needs and aligns Curriculum, pedagogy and assessment</p> <p>GST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals</p>

<p>SBTE takes the <i>Lead Teacher role</i> providing Gradual Release of Responsibility to GST during the co-planning of all English and Maths lessons - including specialisation subject – (HPE, Science, HASS, Technology may require negotiation to timetable for grade level)</p> <p>Have SBTE support you in planning and enacting a classroom management and well-being plan for three focus students, with strategies to include prevention (Tier 1 Universal supports) and intervention (Tier 2 targeted level interventions) and if required intensive Tier 3 support if required</p>			
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Suggested focus points using the **QPERF Portfolio annotated 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	
<p>Week 2</p> <p>Teaching & Learning Practice</p> <p>Aligns with GTPA Practice 2</p>	<p>Independently plans a full load across all curriculum areas – including specialisation (required for GTPA)</p> <p>Utilise Week 1 analysis from diagnostic assessment and other collected data to inform planning</p> <p>Discuss curriculum considerations required to inform planning</p> <ul style="list-style-type: none"> • Content descriptions • General Capabilities • Learner considerations • Literacy and Numeracy demands <p>Use official Curriculum and other relevant documents to plan connected teaching and learning sequences</p> <p>Plan for student's prior learning and diversity in the selection of teaching strategies</p> <p>Note: Only for students with a specialisation subject Take into consideration that planning and timetabling for your specialisation subjects (<i>HPE, Science, HASS, Technology</i>) may require you to negotiate time with another supervising teacher for you to fulfil your GTPA requirements</p>	<p>Independently teaches a full load across all curriculum areas – including specialisation (required for GTPA)</p> <p>Develop and deliver lessons demonstrating differentiation for the whole class and your three focus students</p> <p>Incorporate a range of relevant teaching and learning strategies, including ICT</p>	<p>Provide feedback to your learners to support their learning progression</p> <p>Make judgments of student learning</p> <p>Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students</p>	<p>Reflection(s) on gaps between intended and enacted practice</p> <p>Reflect upon the range of teaching strategies chosen to support student engagement and learning and the reasons for selecting those strategies</p> <p>Document the evidence supporting the learning progression</p> <p>Incorporate Reflective Practice and annotated lesson plan notes into next step planning for Week 3</p> <p>GST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals</p>

Suggested focus points using the **QPERF Portfolio annotated 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		Reflect and Appraise Next Steps for Learning
	Curriculum Requirements and Student Readiness	Differentiated Delivery Instruction	Assessment of Learning Progress	
<p>Week 3</p> <p>Teaching & Learning</p> <p>Assessing Feedback & Professional Judgement</p> <p>Aligns with GTPA Practice Components 2 & 3</p>	<p>Independently plans a full load across all curriculum areas – including specialisation (required for GTPA)</p> <p>Documented adjustments to planning</p> <p>Evidenced in your planning -general capabilities, including literacy and numeracy</p>	<p>Independently teaches a full load across all curriculum areas – including specialisation (required for GTPA)</p> <p>GSTs develop language and strategies that support inclusive participation</p>	<p>Plan and implement a Formative assessment (which aligns with the Summative task) to gauge learning progress to date</p> <p>Make judgments of student learning</p> <p>Provide feedback to your learners to support their learning progression – Task, Process, Self-Regulation, Self-Level Feedback</p> <p>Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students</p>	<p>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</p> <p>Annotate your intended plan to reflect your enacted plan</p> <p>Reflection(s) on gaps between intended and enacted practice</p> <p>Incorporate Reflective Practice and annotated lesson plan notes into next step planning for week 4</p> <p>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</p> <p>Utilise the Formative Feedback Guide p.41 to discuss how GST is demonstrating evidence of developing towards meeting Graduate Level with ALL QPERF APSTs</p> <p>Utilise the QPERF Portfolio to engage in discussion as supportive evidence of APSTs</p>

Suggested focus points using the **QPERF Portfolio annotated 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		Reflect and Appraise Next Steps for Learning
	Curriculum Requirements and Student Readiness	Differentiated Delivery Instruction	Assessment of Learning Progress	
<p>Week 4 Teaching & Learning</p> <p>Aligns with GTPA Practice 2</p>	<p>Independently plans a full load across all curriculum areas – including specialisation (required for GTPA)</p> <p>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</p>	<p>Independently teaches a full load across all curriculum areas – including specialisation (required for GTPA)</p>	<p>Provide feedback to your learners to support their learning progression</p> <p>Support student learning and metacognitive development</p> <p>Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students</p>	<p>Provide feedback to your learners to support their learning progression</p> <p>Support student learning and metacognitive development</p> <p>Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students</p> <p>Discuss next step learner progression towards Summative demonstration of learning while maintaining curriculum alignment</p> <p>GST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals</p>

Suggested focus points using the **QPERF Portfolio annotated 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	
<p>Week 5 Assessing Feedback & Professional Judgement</p> <p>Aligns with GTPA Practice 3</p>	Independently plans a full load across all curriculum areas – including specialisation (required for GTPA)	Independently teaches a full load across all curriculum areas – including specialisation (required for GTPA)	<p>Implement planned summative assessment</p> <p>Assess and provide feedback to student's work samples to support their learning progression with a cognitive commentary</p> <p>Implement planned summative assessment</p> <p>Assess and provide feedback to student work samples to support learning progression with a cognitive commentary</p> <p>Identify demonstrated learning in the Curriculum, general capabilities, including literacy and numeracy and higher-order thinking</p>	<p>GST to mark student work samples. Grade student work applying relevant standards and criteria informing your judgement</p> <p>Discuss judgement with SBTE Engage in Moderation with SBTE</p> <p>Keep a record of your moderation meeting Sign the moderation template</p> <p>Evaluate the quality of the feedback you provided to progress student learning</p> <p>Assess the impact of your pedagogical decisions over your 5-week placement, drawing on evidence from the whole class and your three focus students</p> <p>Have each of your students met their learning targets? How do you know?</p> <p>Collate a summary of learner progress to discuss with SBTE for a handover</p>

Assessment for Graduate Student Teacher during Week 5

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



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 SBTE's 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
	<p>Planning using data and evidence – collecting data to gauge learner needs and readiness for learning</p> <ul style="list-style-type: none"> • 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 <p>Dependent on context:</p> <ul style="list-style-type: none"> • 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	<p>Differentiated Delivery Instruction</p> <ul style="list-style-type: none"> 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	<p>Planning for Safe and Supportive Learning Environments Supporting Student Wellbeing</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 of 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	<p>Assessment of Learning Progress</p> <ul style="list-style-type: none"> 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 Conduct	<p>Demonstrating professional conduct</p> <ul style="list-style-type: none"> 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
Professional Engagement	Reflective Practice	<p>One-page reflection on Professional Experience</p> <p>Focus on appraising your impact and the development of your professional identity over both your Professional Experiences APST 7.1</p>

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		
	Practice	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			
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			

G: Good 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			

Final Graduate Professional Experience 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:			
Primary	Year Levels:	Specialisation:	

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 Based Teacher Educators.	



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/	<input type="checkbox"/> Metropolitan <input type="checkbox"/> Remote	<input type="checkbox"/> Provincial <input type="checkbox"/> Low socio-economic community	<input type="checkbox"/> Rural <input type="checkbox"/> Indigenous community
	<input type="checkbox"/> Other (Please indicate):		
Learning phase	<input type="checkbox"/> Early childhood	<input type="checkbox"/> Primary	<input type="checkbox"/> Junior secondary
	<input type="checkbox"/> Senior secondary		
Curriculum specialisation			
Class size Number of students in professional experience class	Class 1	Class 2	Class 3
Classroom context (where applicable)	<input type="checkbox"/> Students with a disability	<input type="checkbox"/> Indigenous students	<input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding 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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<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 ICT in learning and teaching.	APST 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Signature		
Digitally Signed by Professional Experience Academic Coordinator once submitted to JCU	Trisha Telford	Date	/	/
Name of HEI representative who conducted school visits		Date	/	/
JCU Academic Liaison – Record the name of assigned Academic Liaison and date of the visit				
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	/	/



JAMES COOK
UNIVERSITY
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