

Bachelor of Education (Secondary Education)

1st Year Professional Experience Handbook
2026



JAMES COOK
UNIVERSITY
AUSTRALIA



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Section 1

Placement Information

A full overview of placement details and requirements

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

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

Level 1 Placement Structure and Goals

LEVEL 1 STRUCTURE

PROFESSIONAL EXPERIENCE

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

PLACEMENTS

ED1421

1

5 days

ED1491

2

5 days

ED1421

Observe literacy teaching strategies and the incorporation of general literacy capabilities across the Australian curriculum learning areas

PST observes daily practices of the teacher



PST contributes to student learning as directed by SBTE

SBTE guides PST to know & understand learners

Gain insight into learner readiness and the factors that influence engagement and achievement



ED1491

Observation of how SBTE develops students' numeracy capabilities in subject-specific contexts

PST recognises the numeracy demands involved in student learning tasks



LEVEL 1

PLACEMENT GOALS

This infographic explains the overarching goals for the level 1 Professional Experience

GOAL 1

Begin developing an awareness of a teaching philosophy, professional identity and recognising contemporary discourses in Australian education

Beyond the School Gate



GOAL 2

Develop an awareness of how learner needs and strengths are identified



GOAL 3

Observe the explicit strategies to support students' growth in communicating ideas and working with numerical concepts across all curriculum areas



GOAL 4

Understand the importance of establishing smooth classroom routines that enable all students to participate in learning activities successfully



Program Overview

This overview will support the SBTE’s understanding of the PST’s developmental study journey. Assessment decisions should be based on where the practicum fits within the program's overall structure. The Preservice Teacher demonstrates engagement with the Graduate Standards as they progress in developing evidence of knowledge, skills, and practice.

First Year is an induction into the contexts of teaching and learning. Preservice Teachers explore their own learning and the ways in which teachers learn. They are introduced to the broad educational context of the profession and policy that informs teachers’ work, including curriculum frameworks - specifically, knowledge of diverse learners and students’ learning and development. Preservice Teachers are introduced to the professional learning of theory, policy, and practice that will help them begin to understand how teachers facilitate learning.

Trimesters 1 -3

Level 1 Subjects

Educational Psychology: Learners and Learning	Education Perspectives and Practice
Foundations of Language and Literacy in Education (5-day Work Integrated Learning Placement)	Foundations of Mathematics and Numeracy for Middle School Teachers (5-day Work Integrated Learning Placement)
Discipline Teaching Area	Discipline Teaching Area
Discipline Teaching Area	Discipline Teaching Area

Level 2 Subjects

Planning for Engaging Learning (5-day Work Integrated Learning Placement)	Junior Curriculum 1 (10-day Work Integrated Learning Placement)
Aboriginal and Torres Strait Islander Education	Junior Curriculum 2
Discipline Teaching Area	Discipline Teaching Area
Discipline Teaching Area	Discipline Teaching Area

Level 3 Subjects

Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities (5-day Work Integrated Learning Placement)	Reflective Teaching Cycles and Positive Learning Environments (Secondary) (15-day Work Integrated Learning Placement)
Senior Curriculum 1	
Senior Curriculum 2	English as an Additional Language/Dialect for Indigenous Learners
Discipline Teaching Area	Discipline Teaching Area

Level 4 Subjects

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

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>SC: Site Coordinator</p> <p>SBTE: Site-Based Teacher Educator</p> <p>PST: Preservice Teacher</p> <p>Profex Coordinator: JCU Professional Experience Academic Coordinator [Education]</p> <p>GRR: Gradual Release of Responsibility</p>	<p>SPT: Student Placements Team</p> <p>WIL: Work Integrated Learning</p> <p>Portfolio: Placement Portfolio - Evidence of Demonstrating Practice</p> <p> : This Handbook provides Internal or External Links</p>
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Glossary of Web Links

[JCU Student Code of Conduct Queensland College of Teachers \(QCT\) QCT](#)

[Code of Ethics](#)

[Professional Boundaries: A Guide for Queensland Teachers](#)

[QCT Evidence Guide for Supervising Teachers – Engagement Level](#)

Missed Placement Critical Notice

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

- **Inform** the school or centre before the working day begins (usually by 8 am) as per the school's policy for non-attendance for that day
- Provide a medical certificate to the school or centre (by the individual school/Centre policy) and a copy to the Student Placements Team
- **Email** the Site-Based Teacher Educators to inform them of your absence

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

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

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

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

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

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

Teaching Areas

Under the AITSL Program Standards for Accreditation of Initial Teacher Education Program requirements, Secondary preservice teachers must complete placements in their approved secondary teaching areas. Preservice teachers should not be placed in subjects that are 'out of field'. For the purposes of Professional Experience, they cannot be assessed and demonstrate the Graduate Standard in 'out of field' subjects. Site Coordinators are asked to **support** the arrangement of an **appropriate timetable** that balances preservice teachers' **teaching areas,** with opportunities to teach **senior secondary curricula** throughout the Placement. The preservice teacher is preparing to teach in two designated curriculum areas, both of which hold equal importance in their program.

Placement Dates & Requirement Breakdown

ED1421 – Foundations of Language and Literacy
Term 1: 23rd March - 27th March (5-day consecutive block)

- **Before** Placement Commencement Date: Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- **Day 1 - 3:** Targeted observation & actively engage in all planning & learning experiences with a focus on the literacy demands for the Teaching Areas
- **Day 4 & 5:** SBTE Guided – PST leads a segment (small group activity) during a lesson for each teaching area

*Placement arrangement: Preservice Teachers require Placement in both teaching areas and across secondary year levels

Reporting

When	- Within 5 days of Placement completion to support student subject progression
What	<ul style="list-style-type: none"> - Professional Experience Report: PST must have a minimum of 'Developing Adequately' against EACH descriptor at Engagement Level to pass the Placement - PST must compile the Professional Experience Evidence-Based Portfolio - SBTE uses the Portfolio along with observation of practice and professional dialogue to inform their judgement of PST, demonstrating they are Developing Towards Graduate Level
Who	<ul style="list-style-type: none"> - Report completed by SBTEs, signed by SBTEs, SC and PST - Returned ONLY by Site Coordinator to Student Placements Team

ED1491 – Foundations of Mathematics and Numeracy for Middle School Teachers
Term 3: 3rd August – 7th August (5-day consecutive block)

Return to ED1421 School
New School for Mid-Year Entry or Out-of-Step Preservice Teachers

- **Day 1 - 3:** Targeted observation & actively engage in all planning & learning experiences with a focus on the numeracy demands for the Teaching Areas
- **Day 4 & 5:** SBTE Guided – PST leads a segment (small group activity) during a lesson for each teaching area

*Placement arrangement: Preservice Teachers require Placement in both teaching areas and across secondary year levels

Reporting

When	- Within 5 days of Placement completion to support student subject progression
What	<ul style="list-style-type: none"> - Professional Experience Report: PST must have a minimum of 'Developing Adequately' against EACH descriptor at the Engagement Level to pass the Placement - PST must compile the Professional Experience Evidence-Based Portfolio - SBTE uses the Portfolio along with observation of practice and professional dialogue to inform their judgement of PST, demonstrating they are Developing Towards Graduate Level
Who	<ul style="list-style-type: none"> - Report completed by SBTEs, signed by SBTEs, SC and PST - Returned ONLY by Site Coordinator to Student Placements Team

Roles and Responsibilities

Induction Mandatory Induction

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

Expectations

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

Engagement

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

Assessment & Reporting

- **SBTE** provides evidence-based feedback (verbal & written) to **PST** to support their development
- **SBTE** uses Portfolio as evidence to support the evaluation of **PST's** performance
- One Professional Experience Placement Report per Placement block
- Professional Experience Report ED1421: Minimum of Developing in **EACH** descriptor at Engagement Level
- Professional Experience Report ED1491: Minimum of Developing in **EACH** descriptor at Engagement Level
- **PST** confirms with school the importance of submitting a timely Report to have a finalised grade in time to progress to next subject
- **SC** submits signed Professional Experience Reports & Records to Student Placement Team - cc Preservice Teacher
- Report is due **within 5 days** of Placement completion for the **PST's** course progression

Placement Checklist

A Quick Hyperlinked "Go To Guide"

Pre-Placement Check	Preservice Teacher	Site Coordinator	Site-Based Teacher Educator
	<p>Apply for Blue Card</p> <p>Complete the 8 Work, Health and Safety Modules</p> <p>Review the following documents</p> <p>QCT Code of Ethics Professional Boundaries</p> <p>JCU Student Code of Conduct</p> <p>Have full knowledge of</p> <ul style="list-style-type: none"> Professional Experience - Student General Handbook Induction Document Professional Experience Handbook Placement Learning Goals Detailed Weekly Learning Tasks Portfolio Requirements Assessment & Reporting Requirements 	<p>Direct colleagues to the provided JCU Professional Experience Resource Portfolio</p> <p>- Induction Documents Guide, Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources</p> <p>Inform JCU if the PST is not showing signs of preparedness for the Placement</p> <ul style="list-style-type: none"> PST has not initiated or responded to communication regarding an induction. PST does not have a copy of the Professional Experience Handbook PST does not have the required Templates PST is not demonstrating an understanding of the requirements and Placement's Learning Task during the Induction discussion 	
	<p>Ensure you have the suggested JCU Professional email signature</p> <p>Attend all Placement Workshops to meet the Subject's Special Assessment Requirement</p> <p>Access the LearnJCU EDU_PROFEX Community Site 1st Year Folder for supporting documents and templates</p> <p>Contact the Site Coordinator upon placement confirmation</p> <p>Arrange a time to meet, in person or via Zoom/Teams, to discuss your upcoming placement</p> <p>Attend school mandatory induction – as per the JCU Induction document</p>	<p>Induct PST</p> <ul style="list-style-type: none"> Workplace Health and Safety School policies and procedures School expectations School/Community orientation <p>Orient PST to the school ethos, professional conduct expectations (reaffirming Professional Boundaries), pedagogical framework, behaviour management policies and school procedures</p> <p>Record PST's emergency contact details and sight their Blue Card</p> <p>Confirm Preservice Teacher's 2 teaching areas</p> <p>Advise PST</p> <ul style="list-style-type: none"> how they should contact you for support when you might check in on them <p>Advise SBTE</p> <ul style="list-style-type: none"> how you might support them in the moderation/ assessment and reporting 	<p>Meet with PST</p> <p>Discuss the Placement structure</p> <p>Clarify assessment requirements and criteria for the Placements</p> <p>Discuss with PST the Key Elements (infographics) of the Professional Experience Placement Handbook</p> <ul style="list-style-type: none"> Level 1 Placement Goals & Structure p.4 Roles & Responsibilities p.9 Assessment p.18 Level 1 Placement Criteria p.19 Evidence-Based Portfolio p.21 Placement Details ED1421 pp.25-35 ED1491 pp.37-47

During Placement Check

Discuss & Collect artefacts, as required for subject Assessments

Follow the detailed weekly placement tasks

Engage in professional dialogue and reflective practice discussions

Develop an Evidence-Based Portfolio

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

Support PST to balance a timetable to experience both teaching areas across the junior and senior curriculum

Check in with SBTE regarding the progress of PST

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

The form is located in the JCU Resource Portfolio

Clarify your expectations with your PST:

- Reporting time, punctuality, ~~dis~~ and mobile phones
- Observation: how and when could they do so
- Participation: how they support student learning
- **Provide** PST with the following
 - timetable
 - student information/data to support PST understanding of student 'readiness' and diverse needs
 - relevant management procedures and routines

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

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

Concluding Placement Check

LAST DAY OF PLACEMENT

- Discuss the finalised Report
- Sign the Report

Retain a copy of your signed Professional Experience Report

Ensure all resources and teaching materials are returned

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

Sign the Professional Experience Reports after completion of each placement

Submit to placements@jcu.edu.au no later than 5 days after the completion of the Placement. **This allows the PST to have a finalised result for the subject in time for progression to the next Trimester**

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

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

If more than 1 SBTE is assigned supervision, they provide a **moderated** Placement Report across both teaching areas, and both discuss their specific subject with the PST

LAST DAY OF PLACEMENT

Discuss the completed Report and feedback with PST

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

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

Section 2

Placement Support

Procedures to assist both PST and SBTE during placement

JCU Resource Portfolio

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

Drop-In Sessions

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

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

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

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

If confirmed as hosting a 1st Year Preservice Teacher

For any Placement scheduled in Term 1

Please click the Link  to access the JCU session.

Optional Support

Drop-In prior commencement of the Placement

Any Time between 3.30 pm – 4.30 pm

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

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

For any Placement scheduled in Terms 3

Please click the Link  to access the JCU session.

Optional Support

Drop-In prior commencement of the Placement

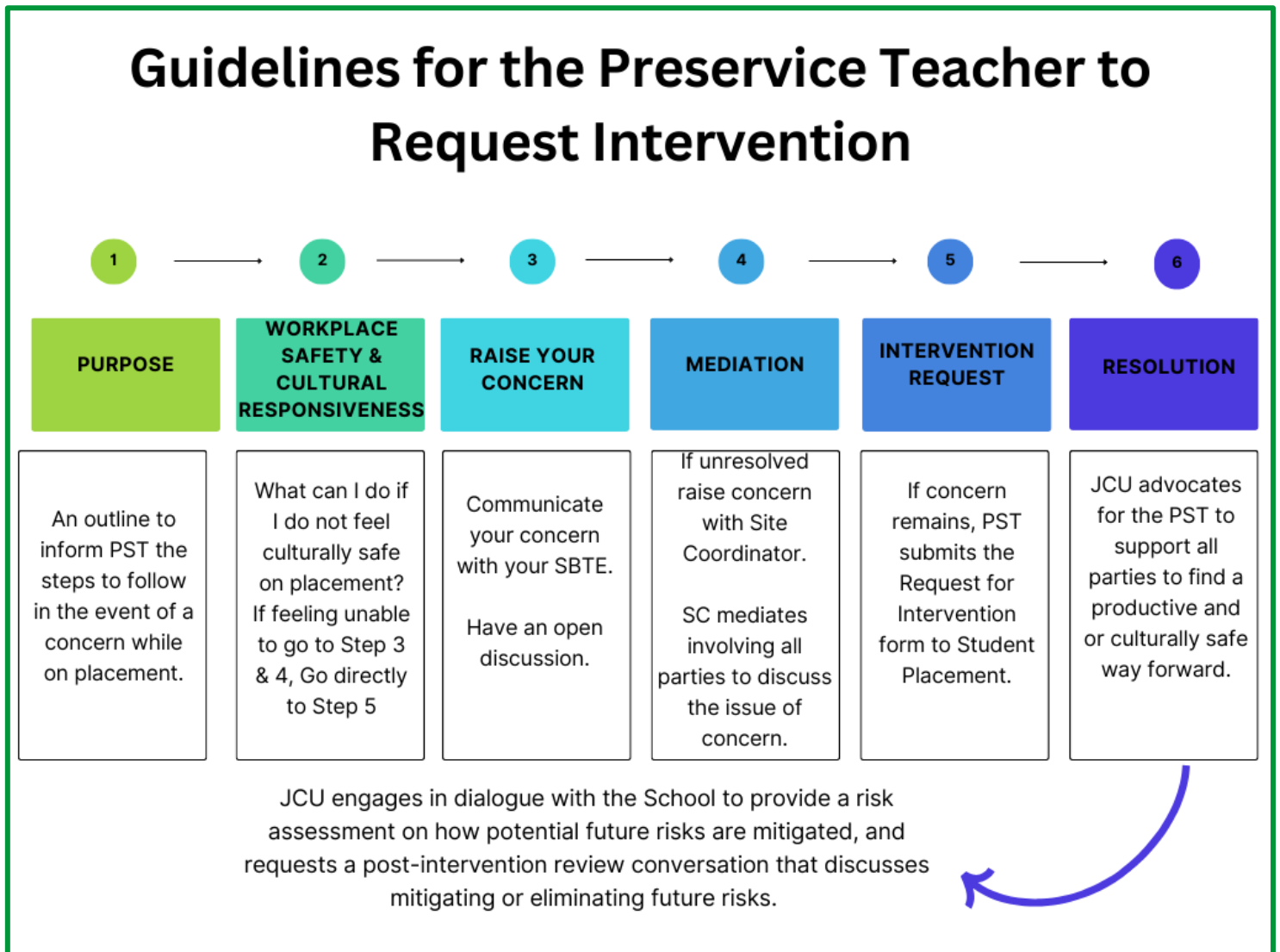
Any Time between 3.30 pm – 4.30 pm

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

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

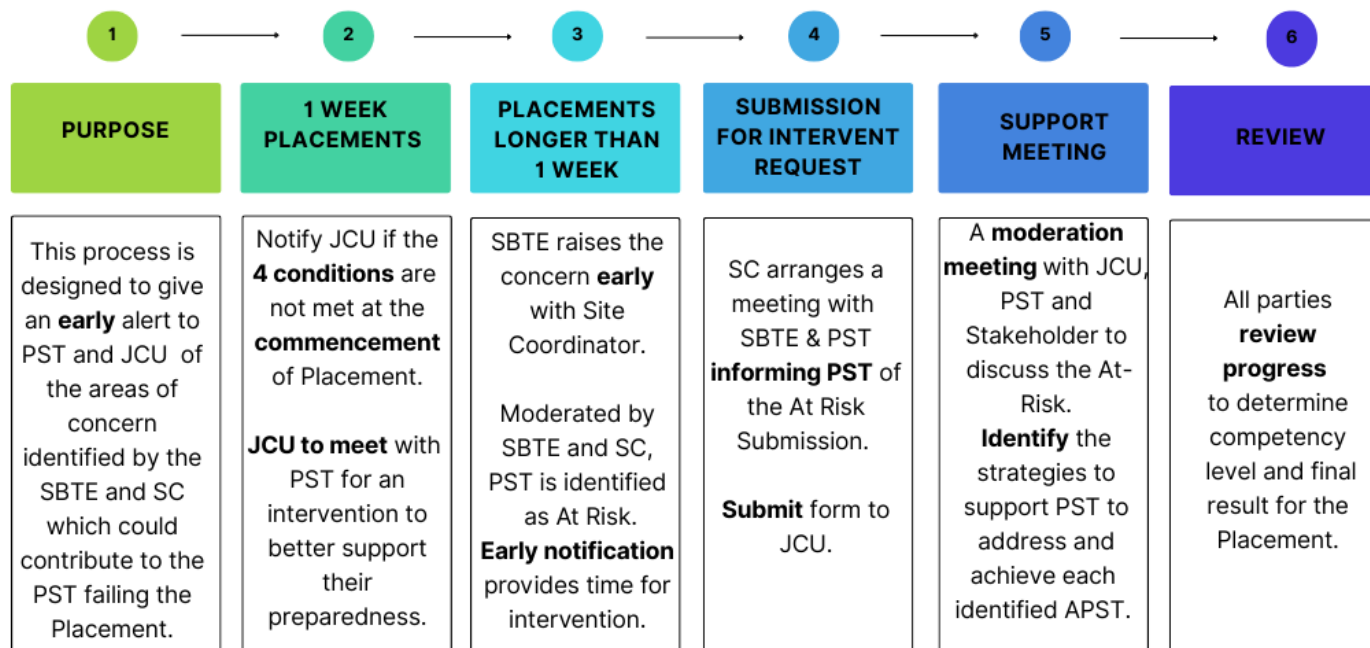
Preservice Teacher Request for Intervention

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



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

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



Placement Conditions

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

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

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

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

On receipt of the At-Risk Notification Report

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

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

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

When to Submit an At-Risk Notification Report

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

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

Longer Week Placements

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

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

Section 3

Assessment Details

An overview of all assessment requirements

ASSESSMENT MODERATION

Has the Preservice Teacher shown sufficient evidence of a deep interest to learn and develop their professional knowledge and practice?

Provide descriptive feedback to guide Preservice Teacher's professional development

REQUIREMENTS

Assessed using Professional Experience Report

PST organises a time with SBTE to discuss practice & overall evaluation and **discuss PST's Portfolio**

Provide verbal feedback to PST concerning their development

ED1421 - 5 DAYS

Assessed using Professional Experience Report

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



Discuss Professional Experience Report, including PST's Portfolio

CONSIDERATIONS

Demonstration of Evidence through **Practice, Portfolio** and Professional **Discussions**

Observation of daily **engagement**

Professional **attributes**

Discussion of practice and professional learning

ED1491 - 5 DAYS

Assessed using Professional Experience Report

PST organises a time with SBTE to discuss practice & overall evaluation and **discuss PST's Portfolio**

Provide verbal feedback to PST concerning their development at an engagement level



Assessing Level 1 Professional Experience

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

Site-Based Teacher Educators Making the formal evaluation takes the following into consideration	Preservice Teacher Regularly discuss practice and self-appraisal to ensure ongoing development
<ul style="list-style-type: none"> • QCT Evidence Guide for Supervising Teachers ('Engagement' level) • Preservice Teacher's daily engagement • Preservice Teacher's evidence curated in their Evidence-Based Portfolio • Professional dialogue of practice and professional learning during Placement 	<ul style="list-style-type: none"> • Curated evidence of practice using the Evidence-Based Portfolio • Key strengths, areas of concern and suggestions for continued development toward Graduate Level • Specific feedback on the area of specialisation
Success Indicators 1st Year	Success Indicators 2nd Year
Engagement Preservice teachers are emerging as reflective practitioners, beginning to shape a professional identity grounded in the teacher's code of ethics and the professional boundaries that govern educational practice. They are developing foundational insights into learner readiness and the factors that influence engagement and achievement , fostering awareness of how these elements affect learning outcomes.	Engagement Preservice teachers focus on developing an understanding of students' diverse characteristics to plan engaging learning ; enact lesson sequences using explicit teaching, modelling, and scaffolding; collect and use evidence to monitor progress and inform next steps; build pedagogical content knowledge in reading and their specialisation; and commence the implementing of proactive Tier 1 classroom management to create positive, inclusive learning environments.
Successful demonstration of engagement developing toward Graduate Standard – the 1 st Year Preservice Teacher: <ul style="list-style-type: none"> • with scaffolded support, is beginning to recognise to link/design/source... • at times, with guidance, is somewhat able to... • Is starting to show awareness of and has a basic understanding ... • requires frequent prompts to seek and reflect... • has limited capacity to... • is still developing the confidence to be prepared to... • is still developing the confidence to attempt to take the initiative... 	Successful demonstration of engagement developing toward Graduate Standard – the 2 nd Year Preservice Teacher: <ul style="list-style-type: none"> • with advice and support, is beginning to link/design/source ... • at times with guidance able to ... • is aware of, understands, but still to show application • often requires prompts to seek and reflect ... • has some capacity ... • is occasionally prepared to ... • requires some prompts to take the initiative...
Assessment Ratings	
Developing adequately towards the graduate level	Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level
Not developing adequately	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage

By the end of the ED1491 Professional Experience, Preservice Teachers are expected to demonstrate at an Engagement level throughout their practice and Professional Experience Portfolio:

- Early development of knowledge and understanding of the implications for the learning of students' physical, cultural, social, linguistic, and intellectual characteristics.
- A developing knowledge of the literacy and numeracy teaching strategies and their application in learning areas.
- A developing understanding of the principles of inclusion.
- Developing knowledge of strategies that support a positive learning environment.
- Exploring ways to identify support for students' well-being and safety, working within school and system curriculum and legislative requirements.
- Developing skills in observing and reflecting on teaching and learning processes.
- Professional conduct that reflects QCT Code of Conduct, Professional Boundaries and the school's code of conduct.



Evidence-Based Portfolio Assessment Requirement

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

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


EVIDENCE-BASED PORTFOLIO

This infographic outlines the requirements & purpose of the Portfolio.

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

PURPOSE


Self-reflective of PST Learning aligned with each assessed APST

Artefacts to support alignment to subject learning 

Provides tangible evidence of practice


DEVELOPMENT

PST's responsibility is to compile the portfolio and use the artefacts to initiate regular professional reflective dialogue with the SBTE




STRUCTURE

May be compiled in either digital or hard-copy format. It is to be organised in an evidence-driven structure that aligns directly with the seven Australian Professional Standards for Teachers



REQUIREMENT

Begin compiling the Portfolio on day 1

Use the required artefacts and templates to capture the behind-the-scenes aspects of teaching to record your understanding of practice 

Submission of Reports

Reports support PST's ongoing progress by providing feedback on understanding and practice, with attention to the development of the Australian Professional Standards and Professional Attributes.

Located

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

Report Details

- Support PST's ongoing progress by providing feedback on understanding and practice, with attention to the development of the Australian Professional Standards and Professional Attributes
- The Preservice Teacher will use this document for critical reflection to plan their next steps in development
- More than 1 SBTE - the one Report is moderated by all who supervised
- All required fields are completed & all parties have signed the completed report

Who Submits

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

Where to Submit

- Digital Report to be emailed to Student Placements Team

When to Submit

- No later than 5 days of completion of Placement to support PST's subject progression

Copy

- Provide a copy of the report to all parties – Please cc PST in email so they may retain a copy of the Report for their Portfolio

Section 4

Individual Placement Details

What to do during each of the designated Placements

Learner Profiles


Preservice Teachers focus on understanding the learner, APST 1, and responding to the needs, interests and levels of readiness of students and the diverse communities to which they belong. They also focus on how the learner's needs may affect learning. To support their understanding of the learner and how they learn, they ethically develop both a **Learner Identity** and **Class Profile** to be included in their Placement Portfolio.

UNDERSTANDING LEARNERS CREATE A LEARNER PROFILE

This infographic explains the purpose of developing Learner and Class Profiles


PURPOSE

When you know and understand learners, you can plan and teach more effectively to meet their specific needs. A Learner Profile is the gathering of purposeful data about a learner's readiness.




ANALYSIS

Analysing this information allows teachers to determine a learner's readiness for new learning, identify their current level of achievement, and recognise the factors that impact a student's learning.



DATA

Gather data regarding diversity within the class in terms of learner readiness, sociability, behavioural patterns, engagement, backgrounds, interests, special needs and achievements.




SOURCING

Observe learners in a variety of contexts to gain full insight.

Gather data via a variety of sources

- Observations/School data/Discussions/Work samples/Interviews/Survey



1st Level 1 Placement

ED1421 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED1421

This infographic explains the overarching goals for the ED1421 Placement

GOAL 1

Observe the daily practice of a teacher to establish routines and procedures to develop effective learning behaviours



GOAL 2

Identify literacy demands across discipline specific curriculum and literacy teaching practices



GOAL 3

Observe how to support students' diverse literacy learning needs and strengths



GOAL 4

Develop an Evidence-Based Portfolio demonstrating the developing understanding and knowledge of the assess professional standards



DAY 1

Expectations dialogue and Placement Goals



Observe class routine and procedures



Observe literacy teaching strategies

DAY 2

Observe and record effective classroom communication strategies



Identify opportunities for students to respond and engage in learning

Guided planning for group activity



Learner Profile No. 1

DAY 3

Observe methods of providing feedback



Observe questioning techniques and teaching strategies to support literacy readiness



Learner Profile No. 2



DAY 4

Observe IRE pattern - teacher-led interactions



Learner Profile No. 3



Lead the co-planned group activity
Co-reflect upon the activity

DAY 5

Lead the co-planned activity

Discuss and sign the Final Report



Discuss final Reflection



ED1421 OVERVIEW

ED1421 Placement Learning Tasks in Details

Day	Site-Based Teacher Educator (SBTE)	Preservice Teacher (PST)
1	<p>Discuss classroom induction expectations</p> <p>Explain established class routines and procedures, and how they contribute to creating and maintaining supportive, inclusive, and safe learning environments</p> <p>Model literacy teaching strategies and the incorporation of general literacy capabilities Across the Australian curriculum learning areas APST 2.5</p> <p>Share teaching philosophy and perspective of the Profession – the ethics of the Profession (professional identity) APST 7.1</p> <p>Discuss the evidence of PST’s understanding, and demonstration of the assessed APSTs using the PST Evidence-Based Portfolio artefacts (Templates)</p>	<p>Engage in a professional dialogue with SBTE to discuss Placement Goals, Assessment and Professional expectations APST 7.1</p> <p>Observe and record class routines and procedures – particularly how they support an inclusive and safe learning environment. Routines and Expectations Template APST 4.2</p> <p>Observe and record literacy teaching practices specific to your teaching areas – Literacy Teaching Practices Template APST 2.5</p> <p>Observe teaching area, with a focus on the specific literacy demands for the subject – Specialisation Template</p> <p>Provide incidental support to students’ learning (individual and small groups)</p> <p>Take the initiative to know learners and contribute to their learning engagement APST 1.1</p>

Each day, PST initiates professional discussions with SBTE using chosen suggested discussion points and completed templates to engage in professional dialogue and reflective practice.

How does the SBTE view language development as influenced by a student's social context, including their immediate family, the people and groups they interact with, and their geographic and cultural environments? What are the challenges posed by this rich diversity, and what benefits does it bring to teaching language and literacy? **Think back to Module 1 Topic: Defining and Distinguishing Language and Literacy(ies) to support your discussion.**

<p>2</p>	<p>Model and explain teaching strategies that generate classroom talk that supports language learning, content learning for all students, with attention to linguistically diverse students from diverse cultural, religious, socioeconomic, and particularly linguistic backgrounds</p> <p>Guide PST to choose 1 student representative of the 'above' level of achievement from either Teaching Area 1 or 2 (3 learner profiles in total – 1 per teaching area and the 3rd profile of choice)</p> <p>Model for PST on how to incorporate verbal and non-verbal communication, questioning techniques and providing clear instructions and directions APST 3.5</p> <p>Guided and scaffolded planning with PST to prepare to lead a small group activity or segment of a lesson - PST has not learnt any teaching methods or engaged in curriculum content yet – the activity is an element of the SBTE's planned Lesson (1 for each Teaching Area 1 & 2)</p> <p>Discuss the evidence of PST's understanding, and demonstration of the assessed APSTs using the PST Evidence-Based Portfolio artefacts (Templates)</p>	<p>Observe and record the teaching strategies- particularly how the SBTE is responsive to the learning strengths and needs of students from diverse cultural, religious, socioeconomic, particularly from linguistic backgrounds APST 1.1</p> <p>Commence developing a learner profile - Observe 1 student's 'above' Satisfactory Achievement Standard and literacy expectations Learner Profile Template APST 1.1, 1.3</p> <p>Observe and record SBTE's use of effective classroom communication strategies to engage students in the learning activities, such as providing opportunities for students to respond Classroom Communication Strategies Template & Opportunities to Respond Template APST 3.5</p> <p>Co-reflect with SBTE on your observations to begin preparing to lead small group learning activities or a segment of a lesson for each teaching area, to enact on Days 4 and 5</p> <p>Provide incidental support to students' learning (individual and small groups)</p> <p>Take the initiative to know learners and contribute to their learning engagement</p>
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Each day, PST initiates professional discussions with SBTE using chosen suggested discussion points and completed templates to engage in professional dialogue and reflective practice.

Discuss which data the SBTE selects and uses to evaluate the academic performance of students, specifically in relation to their literacy capabilities.

Discuss the literacy demands in and across the curriculum. – [Utilise Specialisation Template](#)

How does the SBTE incorporate content and learning activities that reflect the cultures and languages of Aboriginal and Torres Strait Islander students in their class?

<p>3</p>	<p>Model and explain strategies for the explicit teaching of reading and writing across curriculum learning areas - specifically, your teaching areas</p> <p>Model and explain teaching strategies, particularly with supporting literacy readiness for subject-specific tasks, addressing the needs and strengths of all students</p> <p>Model and explain how to support student learning progression through targeted feedback</p> <p>Guide PST to choose 1 student representational of the 'at' level of achievement from either Teaching Area 1 or 2</p> <p>Guided and scaffolded planning with PST to prepare to lead a small group activity or segment of a lesson - PST has not learnt any teaching methods or engaged in curriculum content yet –the activity is an element of the SBTE's planned Lesson</p> <p>Support PST to focus on providing clear instructions APST 4.2 and directions and incorporating questioning techniques for their group activity APST 2.5</p> <p>Discuss the evidence of PST's understanding, and demonstration of the assessed APSTs using the PST Evidence-Based Portfolio artefacts (Templates)</p>	<p>Observe and record the teaching strategies and resources, including digital and strategies – to support students' literacy readiness Literacy Teaching Practices Observation Template APST 2.6</p> <p>Reflect upon how the SBTE communicated strategies and processes that promoted safe, responsible and ethical use of digital resources</p> <p>Observe the teaching resources & strategies – to support students' literacy readiness for subject-specific tasks</p> <p>Observe and record SBTE's methods of providing feedback to students about their learning and development Feedback Template APST 5.2</p> <p>Observe how the SBTE uses questioning techniques and question types to engage learners and promote higher-order thinking. Communication Template</p> <p>Commence developing a learner profile - Observe 1 student's 'at' Satisfactory Achievement Standard and literacy expectations Learner Profile Template APST 1.1, 1.3</p> <p>Discuss preparation for leading a segment of a lesson or group activity for PST to deliver on Day 4 & Day 5 (dependent on subject timetable – PST enacts 2 learning activities, one for each Teaching Area)</p> <p>Provide incidental support to students' learning (individual and small groups)</p>
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Each day, PST initiates professional discussions with SBTE using chosen suggested discussion points and completed templates to engage in professional dialogue and reflective practice.

Discuss with SBTE how school programs, including how we assess students, support students in becoming literate for the 21st century.

Discuss the literacy considerations and resources that are taken into account when planning to support student learning and development.

Discuss the importance of explicitly delivering reading and writing instruction in and through discipline-specific curriculum areas, and the role of oral language as foundational for effective communication. [Utilise Literacy Teaching Practices Template](#)

<p style="text-align: center;">4</p>	<p>Guide PST to choose 1 student representation of the 'below' level of achievement from either Teaching Area 1 or 2</p> <p>Model teacher-led interactions with the students. and how to initiate the conversation. What types of questions or prompts are posed to the students?</p> <p>Model teaching practices using specific scaffolding to support inclusive participation and engagement</p> <p>Discuss the <u>evidence</u> of PST's understanding, and demonstration of the assessed APSTs using the PST Evidence-Based Portfolio artefacts (Templates)</p>	<p>Commence developing a learner profile - Observe 1 student's 'below' Satisfactory Achievement Standard and literacy expectations Learner Profile Template APST 1.1, 1.3</p> <p>Observe the response of the student/s</p> <p>Observe how the teacher 'mentally' evaluates or assesses the responses to develop a more exploratory and collaborative approach (dialogic) or (monologic) Topic 2 Home and Classroom Talk Topic 4 Classroom Discourse IRE Pattern.</p> <p>Continue observing and recording the teaching practices – particularly how SBTE supports inclusive participation and engagement Literacy Teaching Practices Template APST 1.3</p> <p>Lead the co-planned small group activity or segment of the lesson for Teaching Area 1 or 2 as guided by SBTE</p> <p>Co-reflect with SBTE on how your instructions in your enacted group activity were clear and precise to engage student learning, and the inclusion of a variety of questioning techniques during the group activity. Reflect upon how you can improve your practice for the 2nd planned activity. Reflection Template APST 6.2, 6.3</p> <p>Provide incidental support to students' learning (individual and small groups)</p>
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Each day, PST initiates professional discussions with SBTE using chosen suggested discussion points and completed templates to engage in professional dialogue and reflective practice.

In developing a Critical Literacy Classroom, discuss what the SBTE sees as the Challenges Involved in implementing Critical Literacy Practices.

Discuss the SBTE's approach to developing their literacy program, distinctive for the learning area that supports students' varying literacy practices. How do they plan for literacy learning?

<p>5</p>	<p>Final Review of PST's professional learning against the Professional Experience Report – Demonstration of Evidence through Practice, PST's Evidence-Based Portfolio and Professional Discussions</p> <p>Discuss the completed Professional Experience Report with specific feedback regarding PST's engagement during Placement and ways they can continue to develop the assessed APSTs</p>	<p>Lead the 2nd co-planned small group activity or segment of a lesson for Teaching Area 1 or 2, implementing suggested SBTE feedback</p> <p>Co-reflect with SBTE on how your instructions in your enacted group activity were clearer and more precise to engage student learning, and the inclusion of a variety of questioning techniques during the group activity Reflection Template APST 6.2, 6.3</p> <p>Provide incidental support to students' learning (individual and small groups)</p> <p>Sign the completed Report for SBTE to forward to the Site Coordinator</p> <p>FINAL REFLECTION</p> <p>Prepare a reflection on the five days of Experience – Will be submitted and discussed in the Final Mandatory Professional Experience Workshop</p> <p>How did your understanding of effective teaching evolve—particularly in relation to how teachers use knowledge of the learners (learner profiles), explicit instruction, questioning techniques, and responsive feedback to support learners?</p> <p>Drawing on your observations of your two enacted group activities and the feedback provided by your SBTE, reflect on:</p> <ol style="list-style-type: none"> 1. How did your planned and enacted teaching align with learners' literacy needs, and what did you notice about how students responded to your instructions and questioning? 2. How your SBTE's modelling influenced your decision-making, especially regarding clarity of instruction, scaffolding, and promoting higher-order thinking. 3. What you learnt about yourself as an emerging teacher, including areas of strength and areas you are committed to developing before your next placement.
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ED1421 Evidence-Based Portfolio

<p>The evidence-based portfolio documents a preservice teacher’s professional growth and competence throughout the placement. It provides a reflective framework that connects practice to the Australian Professional Standards for Teachers (APST). The portfolio offers the School-Based Teacher Educator (SBTE) tangible artefacts to support assessment decisions and confirm that the preservice teacher has met the required APST for the placement.</p>	
Planning effectively	<p>Understanding Learners – Learner Profile Templates</p> <ul style="list-style-type: none"> • Three learner profiles to gain knowledge and understanding of how a student’s physical, social and intellectual development and characteristics and levels of diversity impact learning, in particular, literacy and language development APST 1.1 • Observation and reflective notes of applied strategies responsive to the learning strengths and needs of students from diverse cultural, religious, socioeconomic, and particularly linguistic backgrounds APST 1.3
	<p>Understanding how to be responsive and plan for learner needs</p> <ul style="list-style-type: none"> • Guided plans of the two PST lead activities or lesson segments with post-implementation reflections (these plans co-created with your SBTE)
Teaching effectively	<p>Understanding Teaching Literacy Teaching Practices Observation & Classroom Communication Strategies & Opportunities to Respond Templates</p> <ul style="list-style-type: none"> • Observation notes of literacy teaching practices, including resources customised or created by the SBTE, to address the student’s literacy readiness and/or the literacy demands of the task to support students’ engagement APST 2.5 • Notes on the strategies and resources, including digital resources – to support students’ literacy readiness APST 2.6 • Prepared examples/bank of a range of open/closed questions for use during group-led experiences to support student engagement APST 3.5
Managing effectively	<p>Understanding Positive Learning Environments Routines and Expectations Template</p> <ul style="list-style-type: none"> • Reflections (annotations) on how classroom routines and procedures support inclusive student participation and engagement in classroom learning experiences APST 4.2
Assessing and Recording Learning	<p>Understanding feedback and checking for understanding Feedback Template</p> <ul style="list-style-type: none"> • Observation and reflective notes on how feedback is provided to students to support learning and development APST 5.2
Professional Conduct	<p>Demonstrating Professional Conduct</p> <ul style="list-style-type: none"> • Reflection upon annotated examples of how you communicated effectively and interacted professionally with school staff, aligning with Professional Boundaries, Code of Ethics, policies and processes required of teachers APST 7.1 <p>Reflective Practice Reflection Template</p> <ul style="list-style-type: none"> • Reflect upon your activity planning APST 6.2. 6.3
<p>The Evidence-Based Portfolio is required for the Mandatory Professional Experience Workshops</p> <p>Have prepared your reflection of the five days of Experience – This is submitted and discussed in the Final Mandatory Professional Experience Workshop</p>	

ED1421 Professional Experience Report

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports be returned **ONLY** by Site Coordinators. The Digital Report must be submitted to the Student Placement Team via email at placements@jcu.edu.au.

The Report is due within 5 days of Placement completion, allowing the Preservice Teacher to register the subject result before 10th APRIL and progress to Trimester 2.

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

Preservice Teacher:		Student ID:	
JCU Partnership School:			
SBTE/s Name:	Teaching Area 1	Teaching Area 2	
Teaching Area 1 – Experiences		Teaching Area 2 – Experiences	
Year Level	Subject	Year Level	Subject
<input type="checkbox"/>	Office Use Only – Met Bachelor Education [Secondary] Program Accreditation Requirements regarding experience in both teaching areas		
Developing adequately towards the graduate level	<p>Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level</p> <p style="text-align: center;">SUCCESSFUL DEMONSTRATION OF ENGAGEMENT LEVEL</p> <ul style="list-style-type: none"> ➤ with scaffolded support, is beginning to recognise to link/design/source... ➤ at times, with guidance, is somewhat able to... ➤ Is starting to show awareness of and has a basic understanding ... ➤ requires frequent prompts to seek and reflect... ➤ has limited capacity to... ➤ is still developing the confidence to be prepared to... ➤ is still developing the confidence to attempt to take the initiative... 		
Not developing adequately	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage		

Planning considerations			
		Developing Adequately	Not Developing
Seeks holistic developmental data on students and discusses profile observations to understand their needs.	APST 1.1		
Writes reflections indicating awareness of the need for learning environments to be responsive to the different needs of students.	APST 1.3		
<i>Please comment on how the PST used holistic developmental information and classroom observations to understand student needs.</i>			

Teaching considerations			
		Developing Adequately	Not Developing
Writes reflections recognising teaching practices to support the development of students' literacy capabilities across the Australian Curriculum learning areas.	APST 2.5		
Observes and notes how the use of digital resources and tools is implemented in lessons to support learning.	APST 2.6		
Develops a selection of questions to prompt student learning.	APST 3.5		
<i>Please provide feedback on how the PST linked literacy development, digital learning observations, and purposeful questioning to support student learning.</i>			

Establishing a Learning Environment			
		Developing Adequately	Not Developing
Writes reflections on how observed room routines and procedures support the promotion of positive interactions and engagement in learning experiences.	APST 4.2		
<i>Please comment on how the PST reflected on observed classroom routines and procedures to understand how they promote a learning environment.</i>			

Assessing learning			
		Developing Adequately	Not Developing
Writes reflections expressing an awareness of the purpose of providing timely and appropriate feedback to support learning and development.	APST 5.2		
<i>Please describe how the PST recognised the importance of timely, constructive feedback and reflected on how it supports students' learning and development.</i>			

Professional Conduct			
		Developing Adequately	Not Developing
Engages in professional dialogue.	APST 6.2		
Receives feedback in a professional manner by respectfully acknowledging and clarifying feedback.	APST 6.3		
Applies levels of communication and interaction with staff that align with Professional Boundaries and Code of Ethics.	APST 7.1		
<i>How did the PST engage professionally with colleagues, respond to feedback with maturity, and uphold appropriate ethical and communication standards</i>			

Professional Experience Overall Result		Requirements	
Satisfactory <input type="checkbox"/>		Unsatisfactory <input type="checkbox"/>	Completed 5 Days <input type="checkbox"/>
Is ready to proceed to the next stage Met all Descriptors at a minimum of Developing Adequately		Is not yet ready to proceed to the next stage due to having 1 or more Not Developing Descriptors ticked	Compiled and discussed Evidence-Based Portfolio <input type="checkbox"/>
			Experienced both Teaching Areas <input type="checkbox"/>
Preservice teacher's name		Signature	
Supervising teacher's name		Signature	
Site coordinator's name		Signature	

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ED1491 Goals and Placement Overview

**PROFESSIONAL EXPERIENCE
PLACEMENT GOALS ED1491**

This infographic explains the overarching goals for the ED1491 Placement

GOAL 1

Observe the daily practice of a teacher and how they lead students to develop numeracy capabilities and proficiencies of reasoning and problem-solving within the chosen teaching areas

GOAL 2

Develop numeracy content knowledge and skills required for enacting the Numeracy General Capability within the context of the subject

GOAL 3

Observe the daily practices of a teacher
Observe the teaching strategies & planning considerations for the numeracy demands of the subject

GOAL 4

Engage in leading a group activity, for your teaching areas, including a focus on the numeracy demands

DAY 1

Expectations dialogue

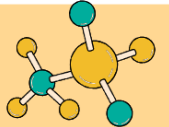
Observe how numeracy enhance learning of subject-specific content



Record lesson routines and procedures

DAY 2

Observation CRA approach specific to the teaching areas



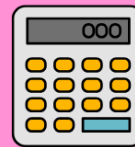
Guided planning for group/class activity

Observe types of mathematical thinking associated with teaching areas

Learner Profile No. 1



DAY 3



Observe how to engage learners and how to differentiate to support learning

Observe strategies to support numeracy readiness for subject-specific content

Learner Profile No. 2



DAY 4

Observe lesson Structure



Learner Profile No.3



Lead group/class activity - numeracy capability focus - Teaching Area 1

DAY 5



Assessing for conceptual understanding

Discuss and sign the Final Report

Lead group/class activity - numeracy capability focus - Teaching Area 2

ED1491 OVERVIEW

ED1491 Placement Learning Tasks in Details

Day	Site-Based Teacher Educator (SBTE)	Preservice Teacher (PST)
1	<p>Discuss with PST induction expectations and placement goals</p> <p>Discuss opportunities where practicable during the placement for PST to sit in on a general briefing, staff meetings, or professional learning sessions APST 7.4</p> <p>Discuss opportunities for PST to observe how teachers collaborate with visiting specialists in non-sensitive contexts (e.g., whole-school wellbeing activities, curriculum initiatives APST 7.4</p> <p>Explain established lesson routines, procedures, and use of manipulatives or communal resources and how they contribute to creating and maintaining a supportive, inclusive and safe learning environment</p> <p>Model numeracy teaching strategies and the incorporation of general numeracy capabilities specific to the other subject areas besides Maths</p> <p>Discuss the evidence of PST’s understanding, and demonstration of the assessed APSTs using the PST Evidence-Based Portfolio artefacts (Templates)</p>	<p>Engage in a professional dialogue with SBTE to discuss Placement Goals, Assessment and Professional expectations APST 7.1</p> <p>Engage with staff members to share examples of professional associations and networks for curriculum-specific groups, and how they utilise these organisations to stay current in their practice</p> <p>Observe and record lesson routines, procedures and use and types of manipulatives/resources, particularly how they support an inclusive learning environment Routines and Expectations Template APST 4.2</p> <p>Observe and discuss with SBTE what strategies are used for the integration of the general capability of Numeracy in the teaching area to enhance the subject-specific content Numeracy Teaching Strategy Template</p> <p>Provide incidental support to students’ learning (individual and small groups)</p> <p>Take the initiative to know learners and contribute to their learning engagement APST 1.1</p>
<p style="text-align: center;">Each day, PST initiates professional discussions with SBTE using chosen suggested discussion points and completed templates to engage in professional dialogue and reflective practice.</p> <p>How does the SBTE cater for a range of mathematical and numeracy knowledge and confidence, and what challenges does that bring to success within the teaching area?</p> <p>How does a student’s enjoyment and disposition towards numeracy and mathematical proficiency impact their progress and application within the specific subject?</p> <p>If your teaching area is not Mathematics, look for an opportunity to speak with mathematics teachers to ask about their knowledge of mathematical associations or communities, including social media platforms or other means to identify professional learning needs related to mathematical knowledge and pedagogy.</p>		

<p>Day 2</p>	<p>Guide PST to choose 1 student representational of the 'above' level of achievement with numeracy expectations (3 learner profiles in total – 1 per teaching area and the 3rd profile of choice)</p> <p>Model and explain the use of suitable physical manipulatives/resources can be used in the concrete stage of the Concrete – Representational (Pictorial) – Abstract (CRA) approach to show how students gain conceptual understanding of a concept specific to the subject area</p> <p>Model and discuss subject-specific teaching strategies and the incorporation of general numeracy capabilities across the Australian curriculum learning areas APST 2.5</p> <p>Guided and scaffolded planning with PST to prepare to lead a small group task/class activity – with a focus on developing numeracy capabilities - the activity is an element of the SBTE's planned Lesson (1 for each Teaching Area 1 & 2)</p> <p>Discuss the evidence of PST's understanding, and demonstration of the assessed APSTs using the PST Evidence-Based Portfolio artefacts (Templates)</p>	<p>Commence developing a learner profile - Observe 1 student's 'above' Satisfactory Achievement Standard and numeracy expectations Learner Profile Template APST 1.1, 1.5</p> <p>Observe how the focus student views and feels about mathematics and the way they engage in the subject-specific task that requires mathematical thinking Learner Profile Template</p> <p>Observe and record how the CRA approach to subject-specific teaching is scaffolded as students become more proficient and develop an abstract and conceptual understanding Teaching Strategy Template APST 2.1, 3.4</p> <p>Observe students' engagement and how they employ mathematical thinking (e.g. reasoning/problem-solving) to accomplish a task, both Teaching Area 1 & 2 Numeracy Observation Template APST 2.5</p> <p>Observe and record the teaching strategies Teaching Strategy Template</p> <p>Co-reflect with SBTE on your observations to begin preparing to lead a small group activity or class activity due on Days 4 and 5</p> <p>Provide incidental support to students' learning (individual and small groups)</p> <p>Take the initiative to know learners and contribute to their learning engagement</p>
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Each day, PST initiates professional discussions with SBTE using chosen suggested discussion points and completed templates to engage in professional dialogue and reflective practice

How does developing a student's numeracy capabilities support engagement with the subject-specific content?
 What are the different ways to engage students with content information during lessons?

<p>Day 3</p>	<p>Model and explain the use of proactive learning engagement strategies enacted during classroom activities</p> <p>Model strategies to re-engage learners who disengage from learning</p> <p>Model and explain teaching strategies, particularly with supporting numeracy readiness, addressing the needs and strengths of all students</p> <p>Guide PST to choose 1 student representational of the 'at' level of achievement with numeracy expectations</p> <p>Guided and scaffold planning with PST to help them prepare to lead a small group or class activity, with the focus on supporting PST to encourage and support the learners through questions requiring reasoning beyond right or wrong answers – the activity is an element of the SBTE's planned lesson</p> <p>Discuss the evidence of PST's understanding, and demonstration of the assessed APSTs using the PST Evidence-Based Portfolio artefacts (Templates)</p>	<p>Observe and record how the teacher implements proactive management strategies to support students be engaged in their learning Engagement in Learning Template APST 4.1</p> <p>Observe and co-reflect with SBTE why learners may have been disengaged and the strategies to reengage them in their learning Engagement in Learning Template APST 4.1</p> <p>Observe and record both the teaching resources, including ICT & the teaching strategies – to support students' numeracy readiness based upon diagnostic data Numeracy Teaching Strategies Template APST 3.4</p> <p>Observe and record differentiation strategies for students who require additional support or scaffolding Scaffolded Practice Template APST 1.5</p> <p>Commence developing a learner profile - Observe 1 student's 'at' Satisfactory Achievement Standard Learner Profile Template APST 1.1, 1.5</p> <p>Observe how focus student views and feels about the subject and the way they engage in the lesson APST 1.1, 1.5</p> <p>Discuss preparation for leading a small group task/class activity for PST to deliver on Day 4 & Day 5 for both teaching areas (lesson will be dependent on timetable)</p> <p>Provide incidental support to students' learning (individual and small groups)</p> <p>Take the initiative to know learners and contribute to their learning engagement</p>
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Each day, PST initiates professional discussions with SBTE using chosen suggested discussion points and completed templates to engage in professional dialogue and reflective practice.

How does the School use school-wide data results? Discuss the debates on NAPLAN contentions. Discuss the School's Index of Community Socio-Educational Advantage (ICSEA) four factors (Parents' Occupation, Geographical Location, Parents' Education, Proportion of Indigenous Students). Does the School's diversity and level of complexity reflect school-wide data results? What approaches does the school implement to support students in improving their engagement and achievement in numeracy across the learning areas? Take forward into other level 2 & 3 subjects to support learning regarding professional statistical literacy.

<p>Day 4</p>	<p>Guide PST to choose 1 student representational of the 'below' level of achievement with numeracy</p> <p>Model and explain the structure of the lesson and how to sequence the content knowledge for optimum learning.</p> <p>Discuss the removal of scaffolding as students become more proficient through a combination of underpinning mathematical concepts and skills (numerical, spatial, graphical, statistical, and algebraic); mathematical thinking and strategies; and general thinking skills as appropriate to discipline-specific curriculum</p> <p>Co-reflect with PST on their observation of how the math lesson was structured to develop learning progression for students with the lesson's learning intentions</p> <p>Discuss the evidence of PST's understanding, and demonstration of the assessed APSTs using the PST Evidence-Based Portfolio artefacts (Templates)</p>	<p>Commence developing a learner profile - Observe 1 student's 'below' Satisfactory Achievement Standard and numeracy expectations Learner Profile Template APST 1.1, 1.5</p> <p>Observe and record the structure of the lesson, noting how the SBTE organised the content into an effective learning and teaching sequence Lesson Structure Template</p> <p>Observe the techniques the SBTE uses to support students' time spent on developing understanding during learning tasks</p> <p>Co-reflect on observation notes on how SBTE structured the lesson to develop learning progression for students with the lesson's learning intentions</p> <p>Lead the co-planned small group or class activity guided by SBTE</p> <p>Co-reflect with SBTE on how your enacted group activity engaged and supported the learners by a progressive removal of scaffolding as students become more proficient through the use of manipulatives and your questioning of students to check for understanding.</p> <p>Reflect upon how you can improve your practice for the 2nd planned activity. Reflection Template APST 6.2, 6.3</p>
<p>Each day, PST initiates professional discussions with SBTE using chosen suggested discussion points and completed templates to engage in professional dialogue and reflective practice.</p> <p>How does the teacher determine that students have a conceptual understanding?</p> <p>When planning for learning, what considerations are made to specifically target numeracy and/or each of the general capabilities, along with the associated skills within other learning areas?</p>		

<p>Day 5</p>	<p>Model and explain how to assess for conceptual understanding and learning progression through targeted feedback</p> <p>Model assessment strategies and evidence sources to identify students who meet the intended learning intentions</p> <p>Discuss with PST how to interpret the evidence sources to determine if the learning intentions were met or not met</p> <p>Final Review of PST's professional learning against the Professional Experience Report – Demonstration of Evidence through Practice, PST's Evidence-Based Portfolio and Professional Discussions</p> <p>Discuss the completed Professional Experience Report with specific feedback regarding PST's engagement during Placement and ways they can continue to develop the assessed APSTs</p>	<p>Observe the feedback and the in-the-moment adjustments the teacher makes to progress learning Intended Learning and Assessed Learning Template</p> <p>Observe how the SBTE checked for understanding and evaluated the focus students' competency against the lesson's learning intentions Intended Learning and Assessed Learning Template APST 5.4</p> <p>Lead the 2nd co-planned small group activity or class activity, implementing suggested SBTE feedback</p> <p>Co-reflect with SBTE on how your enacted group activity engaged and supported the learners by a progressive removal of scaffolding as students become more proficient through the use of manipulatives and your questioning of students to check for understanding.</p> <p>Reflect upon how you can improve your practice for the 2nd planned activity. Reflection Template APST 6.2, 6.3</p> <p>Sign the completed Report for SBTE to forward to the Site Coordinator</p> <p>Discuss the practice of 'teacher reflection' with SBTE and note in relation to the models of reflective practice introduced in ED1491</p>
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Each day, PST initiates professional discussions with SBTE using chosen suggested discussion points and completed templates to engage in professional dialogue and reflective practice.

What are the different ways students can express and demonstrate their learning? How do you know students have a conceptual understanding? During SBTE's teaching career, have they observed patterns of numeracy results and students' dispositions towards numeracy? Certain variables, such as background, motivation, and social support, could influence students' attitudes towards numeracy.

What approaches have you employed to develop a more positive disposition towards numeracy for your students?

ED1491 Evidence-Based Portfolio

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

Suggested Artefacts for inclusion to support PSTs' development, coursework assignments, and the SBTE's judgment of how the PST is demonstrating the assessed APSTs in the Report.

Planning effectively	<p>Understanding Learners – Learner Profile Templates and Scaffolded Practice Templates</p> <ul style="list-style-type: none"> • Three learner profiles to gain an understanding of the representative standard levels of achievement and dispositions towards mathematics APST 1.1 • Observations of how the teacher provides levels of differentiated support based on the focus student’s needs APST 1.5 • Deidentified Math class profile showing math results (either from a formative or summative assessment to support analysis of results – Assessment Item 2) <p>Understanding how to be responsive and plan for learner needs</p> <ul style="list-style-type: none"> • Guided plans of the two PST lead activities or lesson segments with post-implementation reflections (these plans co-created with your SBTE)
Teaching effectively	<p>Understanding Teaching Numeracy Teaching Strategy, Numeracy Observation, Specialisation Templates</p> <ul style="list-style-type: none"> • Reflective notes on the CRA approach to teaching mathematics APST 2.1 • Observation notes on how numeracy capabilities and mathematical thinking skills were developed both in a mathematics lesson and across other curriculum areas APST 2.5 • Observation notes of teaching strategies with attention to the Number Strand, including manipulative & ICT, to facilitate student learning (make links to teaching/learning theories from ED1491 where evident) APST 3.4 (This will support coursework Assessment Item 2 Portfolio) • Observation Template of lesson structure and/or planning templates used by SBTE in particular, a lesson plan template
Managing effectively	<p>Understanding Positive Learning Environments Routines and Expectations & Engagement in Learning Templates</p> <ul style="list-style-type: none"> • Written reflections on how SBTE supports students to engage in their learning with proactive strategies APST 4.1 • Annotated records of classroom routines and procedures on how they contribute to creating a safe and supported learning environment APST 4.2
Assessing and Recording Learning	<p>Understanding feedback and checking for understanding Intended Learning and Assessed Learning Template</p> <ul style="list-style-type: none"> • Observation notes from co-reflections with SBTE to interpret student conceptual understanding against the learning intentions from a lesson • Examples of "assessment of", "assessment for", and "assessment as" learning (Supports Assessment Item 2)
Professional Conduct	<p>Demonstrating professional conduct</p> <p>Evidence of how you participated in a range of activities and or conversations regarding ways to broaden your professional knowledge and practice. APST 7.4</p>
Reflective Practice	<p>Reflect upon how the inclusion and engagement of diverse learners were supported in the classroom, including how the teaching of numeracy as a general capability was incorporated across the curriculum (Supports Assessment Item 2)</p>

The Evidence-Based Portfolio is required for the Mandatory Professional Experience Workshops

ED1491 Professional Experience Report

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports be returned **ONLY** by Site Coordinators. The Digital Report must be submitted to the Student Placement Team via email at placements@jcu.edu.au.

The Report is due within 5 days of Placement completion, allowing the Preservice Teacher to register the subject result before 21st AUGUST and progress to Trimester 3.

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

Preservice Teacher:		Student ID:	
JCU Partnership School:			
SBTE/s Name:	Teaching Area 1	Teaching Area 2	
Teaching Area 1 –	Teaching Area 2 –		
Year Level	Subject	Year Level	Subject
<input type="checkbox"/>	Office Use Only – Met Bachelor Education [Secondary] Program Accreditation Requirements regarding experience in both teaching areas		
Developing adequately towards the graduate level	<p>Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level</p> <p style="text-align: center;">SUCCESSFUL DEMONSTRATION OF ENGAGEMENT LEVEL</p> <ul style="list-style-type: none"> ➤ with scaffolded support, is beginning to recognise to link/design/source... ➤ at times, with guidance, is somewhat able to... ➤ Is starting to show awareness of and has a basic understanding ... ➤ requires frequent prompts to seek and reflect... ➤ has limited capacity to... ➤ is still developing the confidence to be prepared to... ➤ is still developing the confidence to attempt to take the initiative... 		
Not developing adequately	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage		

Planning considerations			
		Developing Adequately	Not Developing
Seeks holistic developmental data on students and discusses profile observations to understand their needs.	APST 1.1		
Discusses responsive approaches and the use of a variety of resources and inclusive strategies to support different learning needs.	APST 1.5		
<p><i>Please provide an overall constructive comment on how the PST used holistic developmental information and classroom observations to understand student needs, and how they recognised the connection between responsive, inclusive approaches and the use of varied resources in supporting diverse learners.</i></p>			

Teaching considerations			
		Developing Adequately	Not Developing
Observes and notes key concepts within a lesson and how the concepts build on each other within a lesson.	APST 2.1		
Writes reflections recognising teaching practices to support the development of students' numeracy skills within subject-specific contexts.	APST 2.5		
Observes and notes how resources, including ICT, are utilised to facilitate student learning.	APST 3.4		
<p><i>Please provide feedback on PST's foundational understanding of key subject-specific concepts and recognition of numeracy capabilities within subject-specific contexts.</i></p>			

Establishing a Learning Environment			
		Developing Adequately	Not Developing
Observes inclusive participation strategies and begins to identify how these strategies support student engagement and positive learning behaviours.	APST 4.1		
Writes reflections on how observed room routines and procedures support the promotion of positive interactions and engagement in learning experiences.	APST 4.2		
<i>Please comment on how the PST observed active, inclusive participation strategies and reflected on classroom routines and procedures to understand how these practices promote positive interactions and engagement in the learning environment.</i>			
Assessing learning			
		Developing Adequately	Not Developing
Identifies evidence sources (e.g., work samples, test scores, oral responses) as a means to demonstrate conceptual learning.	APST 5.4		
<i>Please describe how the PST identified and used evidence sources to demonstrate students' conceptual learning.</i>			
Professional Conduct			
		Developing Adequately	Not Developing
Engages in professional dialogue.	APST 6.2		
Receives feedback in a professional manner by respectfully acknowledging and clarifying feedback.	APST 6.3		
Demonstrates a willingness to participate with school staff in a range of activities.	APST 7.4		
<i>Please provide an overall constructive comment on how the PST engaged in professional dialogue, responded to feedback with maturity, and demonstrated a willingness to participate collaboratively with school staff.</i>			

Professional Experience Overall Result		Requirements	
Satisfactory <input type="checkbox"/>		Unsatisfactory <input type="checkbox"/>	Completed 5 Days <input type="checkbox"/>
Is ready to proceed to the next stage Met all Descriptors at a minimum of Developing Adequately		Is not yet ready to proceed to the next stage due to having 1 or more Not Developing Descriptors ticked	Compiled and discussed Evidence-Based Portfolio <input type="checkbox"/>
			Experienced both Teaching Areas <input type="checkbox"/>
Preservice teacher's name		Signature	
Supervising teacher's name		Signature	
Site coordinator's name		Signature	

Placement Appendices

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

ED1421

Learner Profile (3)

Routines and Expectations Observation Template

Literacy Teaching Practices Template Specialisation – Literacy Demands Template

Feedback Template

Classroom Communication Strategies Template

Opportunities to Respond

Reflection Template

ED1491

Learner Profile (3)

Routines and Expectations Template

Specialisation Template

Teaching Strategy Template

Numeracy Observation Template

Engagement in Learning Template

Scaffolded Learning Template

Lesson Structure Template

Intended Learning and Assessed Learning Template

Reflection Template



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