

4<sup>th</sup> Year

# Professional Experience Handbook (Phase 2; Service Learning)

2018

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# Professional Experience: At A Glance

<b>Phase 1: ED4488 (January – February)</b>	
<i>ECE:</i> 10 days (School): 18 Jan – 2 Feb (might include pupil-free days)	<i>Primary/Secondary</i> 20 days: 18 Jan – 16 Feb (might include pupil-free days)
10 days (3-5 years): 12 – 23 Feb - Prior-to-school setting	
<b>Reporting</b>	
<b>When</b>	Within 7 days of practicum completion
<b>What</b>	QPERF
<b>Who*</b>	To be completed by SBTE; Returned to JCU by Site Coordinator (consultation with JCU is optional in Phase 1)
<b>Phase 2: ED4489 (14 May – 15 June)</b>	
25 days (School placement for ECE, Primary & Secondary): - Gradually increasing load: 2 weeks - Full load: minimum of 3-week full teaching block	
Full load teaching should be equivalent to a beginning teacher's load where possible.	
<b>Reporting</b>	
<b>When</b>	Within 7 days of practicum completion
<b>What</b>	QPERF
<b>Who*</b>	To be completed by SBTE; Site coordinator submits reports to JCU following consultation with JCU
<b>Specialist Practicum: ED4487 (16 – 27 July)</b>	
For: B.Ed Primary Specialist in HPE/Middle School/Special Needs/LOTE	
10 days <ul style="list-style-type: none"> <li>▪ One week half load</li> <li>▪ One week full load</li> </ul>	
<b>Reporting</b>	
<b>When</b>	Within 7 days of practicum completion
<b>What</b>	QPERF
<b>Who*</b>	To be completed by SBTE; Site coordinator submits reports to JCU following consultation with JCU

# Roles and Responsibilities: At A Glance

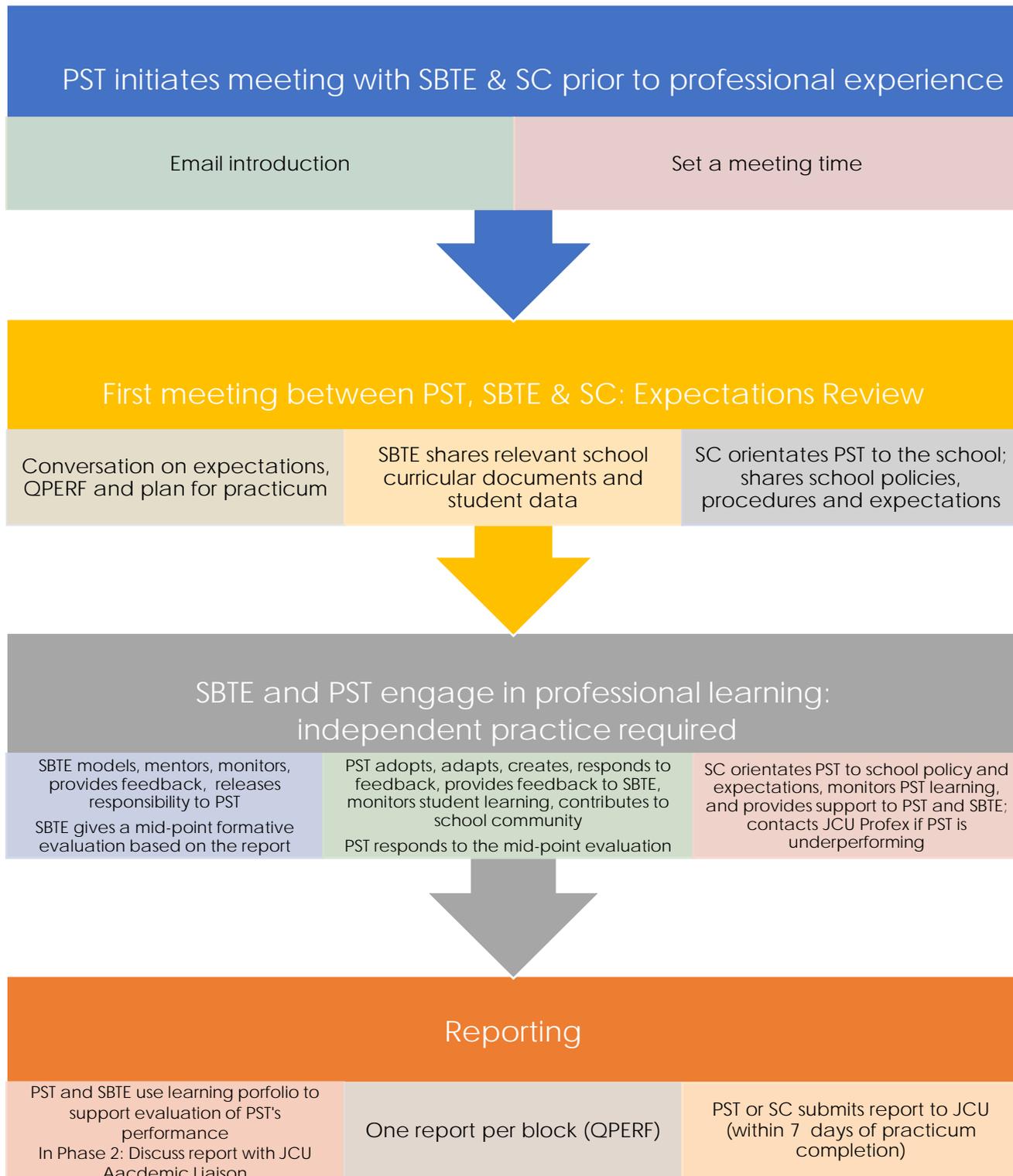
**SBTE:** Site-Based Teacher Educator

**PST:** Preservice Teacher

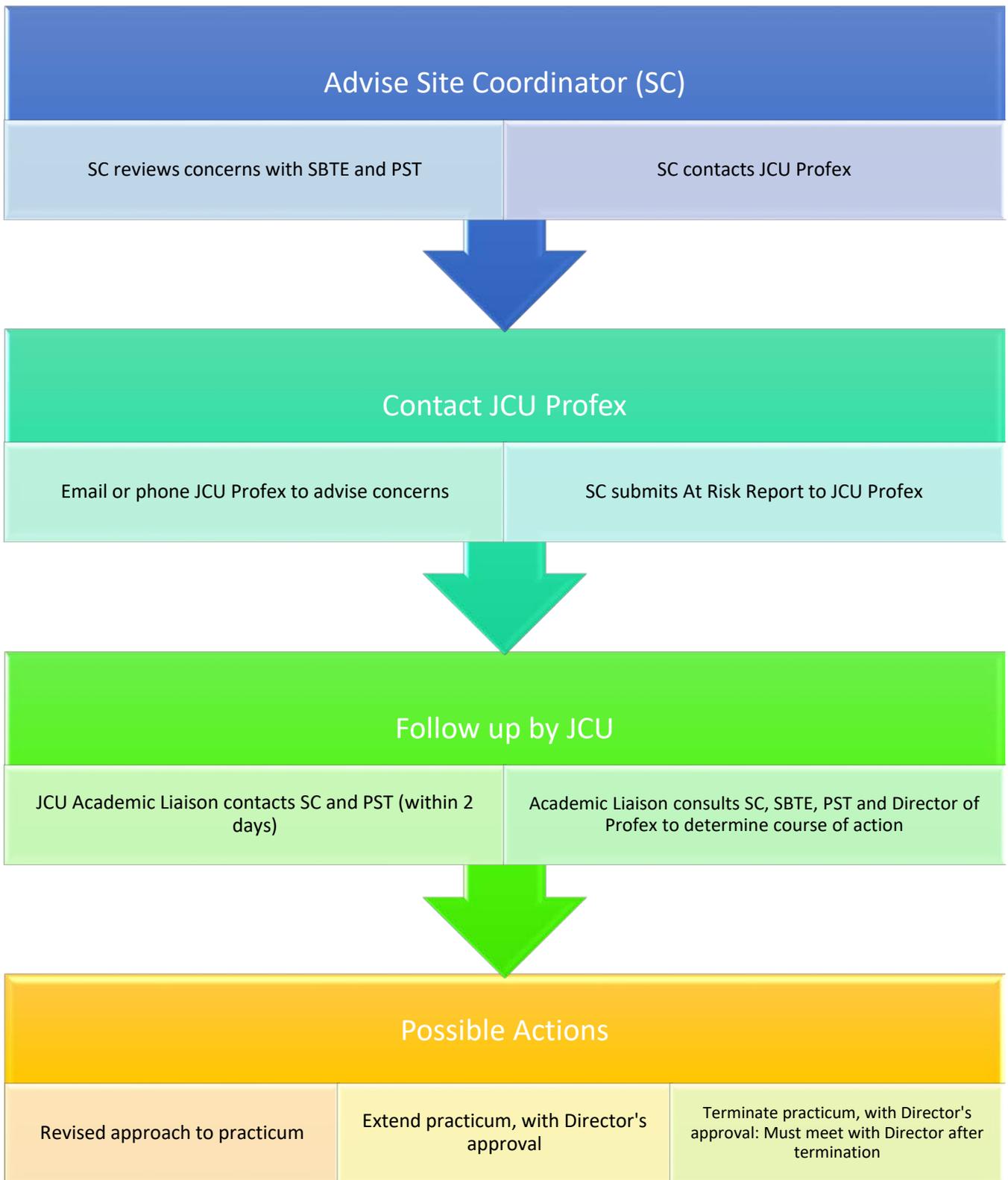
**SC:** Site Coordinator

**AL:** JCU Academic Liaison

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



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



## Checklist for Site Coordinator (SC)

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

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

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

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# Professional Experience: Our Purpose

## Objective

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

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

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

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

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



# Phase 2: ED4489

## Overview of Phase 2 (ED4489)

Week	Early Childhood	Primary & Secondary
1	Expectations Dialogue Observation: Learner Profiles Co-plan 4 activities/lessons (literacy and numeracy) and teach 4 activities Co-reflect SBTEs: Coach PSTs to meet APST	Expectations Dialogue Observation: Learner Profiles Co-plan and teach (2 days) Co-reflect SBTEs: Coach PSTs to meet APST
2	Co-plan and teach (3 days) Co-reflect Coach PSTs	<b>Full load:</b> Plan, teach Co-reflect Coach PSTs;
3	<b>Full load:</b> Plan, teach Co-reflect Coach PSTs; File At risk notification if necessary (mid-point evaluation)	<b>Full load:</b> Plan, teach Co-reflect Coach PSTs; File At risk notification if necessary (mid-point evaluation)
4	<b>Full load:</b> Plan, teach Co-reflect Coach PSTs	<b>Full load:</b> Plan, teach Co-reflect Coach PSTs
5	<b>Full load:</b> Plan, teach Co-reflect Coach PSTs	<b>Full load:</b> Plan, teach Co-reflect Coach PSTs
Final Day	PSTs present developing portfolio of evidence SBTEs review PSTs' presentation of portfolio, explain evaluation and complete report	

Full load teaching should be equivalent to a beginning teacher's load where possible.

# ED4489 Professional Learning Activities

## What is the structure of the professional experience placement in 4<sup>th</sup> year?

4<sup>th</sup> year professional experience consists of two phases.

Phase 1 (ED4488) is a four-week block placement (20 days), with the 20 days to be undertaken consecutively, commencing the week of January 22<sup>th</sup> 2018. Preservice teachers have been advised that they should attend Student Free Days if their school welcomes their participation.

During this placement, PSTs will move from co-planning, co-teaching and co-reflecting through to a full-time load and independent practice in their final week placement.

ECE students have to complete two weeks of school placement follow by two weeks of kindergarten placement. Primary and Secondary students will complete four weeks of placement.

**Phase 2 (ED4489)** is a five-week block placement (25 days). In most instances, preservice teachers will return to their Phase 1 schools. Preservice teachers will engage in a minimum of three weeks of independent practice in their final professional experience.

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

This placement is scheduled at the end of semester 1 of the 4<sup>th</sup> year B.Ed program.

Preservice teachers have completed all the curriculum subjects, and most of the pedagogy subjects. Some students will finish their B.Ed course after this placement, whilst others will complete the following subjects\*:

Teaching for Learning 4 (with a focus on differentiation); Indigenous Futures;  
Service Learning/Internship

B.Ed Primary Specialists will also be required to complete 10 days of specialist practicum.

Following the completion of these subjects, 4<sup>th</sup> year students will be eligible for QCT registration if they have also sat and met the standard of the Literacy and Numeracy Test for Initial Teacher Education students (LANTITE).

\*Study plans vary for students; some might have completed these subjects before their professional experience.

## What is the expected teaching load in Phase 2?

The expected teaching load for a preservice teacher in Phase 2 (ED4489) placement is one that is increasing from observation in Week 1, to independent practice. **Full load teaching should be equivalent to that of a beginning teacher where possible.**

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

## Weekly Outlines of Professional Learning Activities: What PSTs Have to Do (ECE)

Week	Focus of Professional Learning: Phase 2			
	Plan	Teach	Assess	Reflect
Prior to Week 1	<p>PSTs complete the personal statement component of the Professional Experience portfolio (500 words maximum: paragraph or dot-point format), including scholarly reference materials. The personal statement must make reference to the following:</p> <ul style="list-style-type: none"> <li>- Australian Professional Standards for Graduate Teachers</li> <li>- current knowledge, skills, capabilities and personal attributes relevant to teaching</li> <li>- role of reflective practice in teaching and learning</li> <li>- professional experience goals for this phase: what they are, and how they will evaluate the outcomes.</li> </ul>			
	PSTs review the QCT Code of ethics, QCT document Professional boundaries and the JCU Student Code of Conduct			
	PSTs set up a structure for their reflective journal			
	PSTs set up their Professional Experience Portfolio structure by establishing one section for each of the headings on the report (QPERF)			
	PSTs ensure that their Blue Card is current and will not expire before the completion of their program. Ensure their Blue Card and JCU Student ID card are with them at all times while on placement.			
	PSTs ensure they have made contact with the site coordinator at their school and set up a time to meet, either in person or by telephone, to discuss their upcoming placement and begin establishing expectations for their work whilst at the school.			

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
1	Engage in a professional expectations dialogue with SBTE	Adopt and support SBTEs approach in fostering a positive learning environment, with specific focus on rules, routines and verbal strategies	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF
	Observe and create class and learner profiles	Model SBTE's approach to support student learning and engagement		Seek targeted feedback in relation to key aspects of their practice. Annotate lesson plans with modifications
	Co-plan 4 differentiated lessons (literacy/numeracy) for the week. Identify the relevant ACARA and/or EYLF links for each learning outcome	Teach 4 lessons/activities		Incorporate SBTE feedback into next step planning
Sources of evidence for QPERF portfolio			Finalise a ½ page written reflection which synthesises their professional learning for Week 1, incorporating scholarly references	

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
2	Engage in a professional expectations dialogue with SBTE – establish goals for week 2	Teach all lessons for three days	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF - in preparation to move towards independent practice
	Refine learner profiles to inform planning for differentiation			Seek targeted feedback in relation to key aspects of their practice
	Co-plan all lessons for three days			Annotate lesson plans with modifications
				Incorporate SBTE feedback into next step planning
				Finalise a ½ page written reflection which synthesizes their practice for Week 2, incorporating scholarly references
Sources of evidence for QPERF portfolio				

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
3	Engage in a professional expectations dialogue with SBTE — establish goals for week 3	Independently teach for five days of the week (full load)	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF <ul style="list-style-type: none"> <li>Present work-in-progress portfolio to SBTE for review and midpoint evaluation</li> </ul>
	Review and select suitable data and evidence to understand learners and plan for their next step learning			Seek targeted feedback in relation to key aspects of their practice
	Independently plan all lessons to be delivered for this week (full load)			Annotate lesson plans with modifications
	*Full load – equivalent to a beginning teacher’s load here possible			Incorporate SBTE feedback into next step planning
				Finalise a ½ page written reflection which synthesises their practice for Week 3, incorporating scholarly references
Sources of evidence for QPERF portfolio				

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
4	Engage in a professional expectations dialogue with SBTE — establish goals for week 4	Independently teach for five days of the week (full load)	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF
	Review and select suitable data and evidence to understand learners and plan for their next step learning			Seek targeted feedback in relation to key aspects of their practice
	Independently plan all lessons to be delivered for this week (full load)			Annotate lesson plans with modifications
				Incorporate SBTE feedback into next step planning
			Finalise a ½ page written reflection which synthesises their practice for Week 4, incorporating scholarly references	
Sources of evidence for QPERF portfolio				

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
5	Engage in a professional expectations dialogue with SBTE — establish goals for week 5	Independently teach for five days of the week (full load)	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF <ul style="list-style-type: none"> <li>Present completed portfolio to SBTE for evaluation</li> </ul>
	Review and select suitable data and evidence to understand learners and plan for their next step learning			Seek targeted feedback in relation to key aspects of practice
	Independently plan all lessons to be delivered for this week (full load)			Annotate lesson plans with modifications
				Incorporate SBTE feedback into next step planning
			Finalise a ½ page written reflection which synthesises your practice for Week 5, incorporating scholarly references. Articulate professional development goals as they look to transition to the profession using the <i>QPERF Professional Development Reflection</i> for this practicum phase.	
Sources of evidence for QPERF portfolio				

## Weekly Outlines of Professional Learning Activities: What PSTs Have to Do (Primary & Secondary)

Week	Focus of Professional Learning: Phase 2			
	Plan	Teach	Assess	Reflect
Prior to Week 1	<p>PSTs complete the personal statement component of the Professional Experience portfolio (500 words maximum: paragraph or dot-point format), including scholarly reference materials. The personal statement must make reference to the following:</p> <ul style="list-style-type: none"> <li>- Australian Professional Standards for Graduate Teachers</li> <li>- current knowledge, skills, capabilities and personal attributes relevant to teaching</li> <li>- role of reflective practice in teaching and learning</li> <li>- professional experience goals for this phase: what they are, and how they will evaluate the outcomes.</li> </ul>			
	PSTs review the QCT Code of ethics, QCT document Professional boundaries and the JCU Student Code of Conduct			
	PSTs set up a structure for their reflective journal			
	PSTs set up their Professional Experience portfolio structure by establishing one section for each of the headings on the report (QPERF)			
	PSTs ensure that their Blue Card is current and will not expire before the completion of their program. Ensure their Blue Card and JCU Student ID card are with them at all times while on placement.			
	PSTs ensure they have made contact with the site coordinator at their school and set up a time to meet, either in person or by telephone, to discuss their upcoming placement and begin establishing expectations for their work whilst at the school.			

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
1	Engage in a professional expectations dialogue with SBTE	Adopt and support SBTEs approach in fostering a positive learning environment, with specific focus on rules, routines and verbal strategies	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF - in preparation to move towards independent practice
	Observe and create/refine class and learner profiles	Model SBTE's approach to support student learning and engagement		Seek targeted feedback in relation to key aspects of their practice. Annotate lesson plans with modifications
	Co-plan two days	Teach two days		Incorporate SBTE feedback into next step planning
				Finalise a ½ page written reflection which synthesises their professional learning for Week 1, incorporating scholarly references
Sources of evidence for QPERF portfolio				

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
2	Engage in a professional expectations dialogue with SBTE – establish goals for week 2	Independently teach for five days of the week (full load)	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF
	Review and select suitable data and evidence to understand learners and plan for their next step learning			Seek targeted feedback in relation to key aspects of their practice
	Independently plan all lessons to be delivered for this week (full load)  *Full load – equivalent to a beginning teacher’s load here possible			Annotate lesson plans with modifications
				Incorporate SBTE feedback into next step planning
				Finalise a ½ page written reflection which synthesizes their practice for Week 2, incorporating scholarly references
Sources of evidence for QPERF portfolio				

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
3	Engage in a professional expectations dialogue with SBTE — establish goals for week 3	Independently teach for five days of the week (full load)	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF <ul style="list-style-type: none"> <li>Present work-in-progress portfolio to SBTE for review and midpoint evaluation</li> </ul>
	Review and select suitable data and evidence to understand learners and plan for their next step learning			Seek targeted feedback in relation to key aspects of their practice
	Independently plan all lessons to be delivered for this week (full load)			Annotate lesson plans with modifications
				Incorporate SBTE feedback into next step planning
			Finalise a ½ page written reflection which synthesises their practice for Week 3, incorporating scholarly references	
Sources of evidence for QPERF portfolio				

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
4	Engage in a professional expectations dialogue with SBTE — establish goals for week 4	Independently teach for five days of the week (full load)	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF
	Review and select suitable data and evidence to understand learners and plan for their next step learning			Seek targeted feedback in relation to key aspects of their practice
	Independently plan all lessons to be delivered for this week (full load)			Annotate lesson plans with modifications
				Incorporate SBTE feedback into next step planning
			Finalise a ½ page written reflection which synthesises their practice for Week 4, incorporating scholarly references	
Sources of evidence for QPERF portfolio				

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
5	Engage in a professional expectations dialogue with SBTE — establish goals for week 5	Independently teach for five days of the week (full load)	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF <ul style="list-style-type: none"> <li>Present completed professional experience portfolio to SBTE for evaluation</li> </ul>
	Review and select suitable data and evidence to understand learners and plan for their next step learning			Seek targeted feedback in relation to key aspects of practice
	Independently plan all lessons to be delivered for this week (full load)			Annotate lesson plans with modifications
				Incorporate SBTE feedback into next step planning
			Finalise a ½ page written reflection which synthesises your practice for Week 5, incorporating scholarly references. Articulate professional development goals as they look to transition to the profession using the <i>QPERF Professional Development Reflection</i> for this practicum phase.	
Sources of evidence for QPERF portfolio				

## Professional Experience Portfolio: SBTE's Responsibilities

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

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

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

SBTEs, please provide the following support to your PSTs:

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

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

**Table 1: ED4489 Professional Experience Portfolio**

QPERF portfolio requirements	Suggested Artefacts for inclusion
Personal statement	Written philosophy, professional experience goals, including scholarly references
1. Planning effectively	<p><b>Planning with intentions and across the full range of abilities</b></p> <ul style="list-style-type: none"> <li>• 3 learner profiles (below, at and above standard)</li> <li>• Class profile</li> <li>• 3 lesson plans with annotations showing planning for differentiation (aligned with profiles), and responding to APST 1.1, 1.3, 1.5, 2.2, 2.3, 2.5, 3.1, 3.2               <ul style="list-style-type: none"> <li>◦ Secondary: representation across each teaching area</li> </ul> </li> <li>• ½ page written reflections, evidencing the incorporation of SBTE strategies (APST 6.3) and consideration of at least three of these APSTs: 1.1, 1.3, 1.5, 2.2, 2.3, 2.5, 3.1, 3.2</li> </ul>
2. Teaching effectively	<p><b>Enacting plans and evidencing impact of pedagogical decisions on student learning.</b></p> <ul style="list-style-type: none"> <li>• 3 exemplars of differentiated learning activities, including resources customised or created by PSTs, to facilitate student learning</li> <li>• 3 lesson plans (could be the same ones used for Planning) that demonstrate APST 2.1, 2.6, 3.3, 3.4 and 3.5.</li> <li>• If relevant, 3 lesson plans that demonstrate APST 1.4 and 2.4</li> <li>• ½ page written reflections on the next steps for teaching based on evidence of student learning; application of SBTEs' feedback (APST 6.3 and 3.6) and consideration of at least three of these APST: 2.1, 2.6, 3.3, 3.4 and 3.5.</li> </ul>
3. Managing effectively	<p><b>Create and maintain supportive and safe learning environments.</b></p> <ul style="list-style-type: none"> <li>• Annotated school safe and supportive policies; discipline and welfare policies, including referral process</li> <li>• Document expectations of student learning and behavior that show care for individuals, as well as considerations of school policy;</li> <li>• Document SBTE's feedback on communication skills, and the strategies implemented in fostering learning and engagement;</li> <li>• ½ page written reflections on inclusive strategies, modelling positive learning behaviour, maintaining clear expectations, rules and consequences, strategies to motivate and re-focus learners (responding to APST 4.1, 4.2 and 4.3)</li> </ul>
4. Assessing and Recording Learning	<p><b>Assess, provide feedback and report on student learning.</b></p> <ul style="list-style-type: none"> <li>• Notes from discussion or observation of SBTE's data gathering tools</li> <li>• 3 examples of diagnostic and formative assessment activities</li> </ul>

	<ul style="list-style-type: none"> <li>• 1 example of summative assessment task with marking criteria</li> <li>• 3 exemplars of written feedback PSTs provided to students</li> <li>• Record of moderation practices</li> <li>• 3 exemplars of annotated student work, evidencing APST 5.4</li> <li>• ½ page written reflections; including reflection on the application of SBTEs' feedback with regards to PSTs' capacities to assess student learning and provide targeted feedback to inform the next steps for the student to improve; and consideration of at least three of these APSTs: 5.1, 5.2, 5.3, 5.4, 5.5,</li> </ul>
5. Professional Conduct	<p><b><i>Engage professionally with colleagues, parents/carers and the community.</i></b></p> <ul style="list-style-type: none"> <li>• Document SBTE's feedback on their understanding and adherence to legislative requirements;</li> <li>• 2 lesson plans with annotations showing consideration of responsible and ethical use of ICT</li> <li>• 1 assessment task that include clear guidelines of academic integrity</li> <li>• ½ page written reflection of professional practice in relation to QCT code of ethics (APST 7.1), and consideration of at least two of these APSTs: 4.4, 4.5 and 7.2</li> </ul>



**ED4487**

# Overview of Specialist Practicum (ED4487)

July 16 - 27

Week	Primary Specialist Programs: Human Movement; Middle School; Special Needs; LOTE
1	Expectations Dialogue Observe: 1 day Co-plan and co-teach: 2 days Teach and Plan: 2 days Co-reflect SBTEs: Coach PST to meet APST
2	Full load: Plan, teach Co - reflect SBTEs: Coach PST to meet APST
Final Day	Complete QPERF Professional Development Reflection for this practicum phase, with specific consideration of your impact on student learning

**Report** (QPERF) to be completed by the school and returned to JCU by the site coordinator (or given to PSTs to submit to JCU) **within 7 days of completion of practicum.**

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

# ED4487 Professional Learning Activities

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

ED4487 is a specialist practicum for B.Ed primary specialists in Human Movement, Middle School, Special Needs or LOTE. It consists of 10 days of professional experience in their area of specialisation. Where possible, preservice teachers will be placed in their Phase 2 professional experience school.

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

This placement follows preservice teachers' successful demonstration of APST at a Graduate standard in their Phase 2 Professional Experience.

Preservice teachers have completed all the curriculum subjects, and most of the pedagogy subjects. Some students will finish their B.Ed course after this placement, whilst others will complete the following subjects after this placement\*:

Teaching for Learning 4 (with a focus on differentiation); Indigenous Futures;  
Service Learning/Internship

Following the completion of these subjects, 4<sup>th</sup> year students will be eligible for QCT registration if they have also sat and met the standard of the Literacy and Numeracy Test for Initial Teacher Education students (LANTITE).

\*Study plans vary for students; some might have completed these subjects before their professional experience.

## What is the expected teaching load this phase?

The expected teaching load for a preservice teacher in this phase is one that is increasing from observation on day 1, to independent practice by the end of the first week. **Full load teaching should be equivalent to that of a beginning teacher where possible.**

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

## Weekly Outlines of Professional Learning Activities: What PSTs Have to Do (Specialist Practicum)

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
Prior to Week 1	<p>PSTs complete the personal statement component of the Professional Experience portfolio (500 words maximum: paragraph or dot-point format), including scholarly reference materials. The personal statement must be framed within their specialist area, and make reference to the following:</p> <ul style="list-style-type: none"> <li>- Australian Professional Standards for Graduate Teachers</li> <li>- current knowledge, skills, capabilities and personal attributes relevant to teaching</li> <li>- role of reflective practice in teaching and learning</li> <li>- professional experience goals for this phase: what they are, and how they will evaluate the outcomes.</li> </ul>			
	PSTs review the QCT Code of ethics, QCT document Professional boundaries and the JCU Student Code of Conduct			
	PSTs set up a structure for their reflective journal			
	PSTs set up their Professional Experience portfolio structure by establishing one section for each of the headings on the report (QPERF)			
	PSTs ensure that their Blue Card is current and will not expire before the completion of their program. Ensure their Blue Card and JCU Student ID card are with them at all times while on placement.			
	PSTs ensure they have made contact with the site coordinator at their school and set up a time to meet, either in person or by telephone, to discuss their upcoming placement and begin establishing expectations for their work whilst at the school.			

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
1	Engage in a professional expectations dialogue with SBTE	Adopt and support SBTEs approach in fostering a positive learning environment, with specific focus on rules, routines and verbal strategies	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF - in preparation to move towards independent practice
	Observe and create/refine class and learner profiles	Model SBTE's approach to support student learning and engagement		Seek targeted feedback in relation to key aspects of their practice. Annotate lesson plans with modifications
	Co-plan two days	Co- teach two days		Incorporate SBTE feedback into next step planning
	Independent planning two days	Independent teaching two days		Finalise a ½ page written reflection which synthesises their professional learning for Week 1, incorporating scholarly references
Sources of evidence for QPERF portfolio				

Week	Focus of Professional Learning			
	Plan	Teach	Assess	Reflect
2	Engage in a professional expectations dialogue with SBTE – establish goals for week 2	Independently teach for five days of the week (full load)	Drawing on evidence from student work, assess the impact of their pedagogical decisions	Co-reflect with SBTE against QPERF - Present completed portfolio to SBTE for evaluation
	Review and select suitable data and evidence to understand learners and plan for their next step learning			Seek targeted feedback in relation to key aspects of their practice
	Independently plan all lessons to be delivered for this week (full load)  *Full load – equivalent to a beginning teacher’s load here possible			Annotate lesson plans with modifications
				Incorporate SBTE feedback into next step planning
				Finalise a ½ page written reflection which synthesizes their practice for Week 2, incorporating scholarly references
Sources of evidence for QPERF portfolio				

## Professional Experience Portfolio: SBTE's Responsibilities

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

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

Table 2 below summarises the suggested artefacts of the Professional Experience portfolio, along with artefacts to include. This is not an exhaustive list – the table outlines suggested artefacts for inclusion in their portfolio. It is the PSTs' responsibility to compile their professional portfolio and initiate discussion with their SBTEs about it.

SBTEs, please provide the following support to your PSTs:

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

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

**Table 2: ED4487 Professional Experience Portfolio**

As per ED4489, in this specialist practicum, the portfolio should include selected evidence for all five sections of QPERF. SBTEs should take into consideration the time constraint in their assessment of the portfolio.

QPERF portfolio requirements	Suggested Artefacts for inclusion
Personal statement	Written philosophy, professional experience goals, including scholarly references
1. Planning effectively	<p><b><i>Planning with intentions and across the full range of abilities</i></b></p> <ul style="list-style-type: none"> <li>• 3 learner profiles (below, at and above standard)</li> <li>• 2 lesson plans with annotations showing planning for differentiation (aligned with profiles), and responding to APST 1.1, 1.3, 1.5, 2.2, 2.3, 2.5, 3.1, 3.2               <ul style="list-style-type: none"> <li>◦ Secondary: representation across each teaching area</li> </ul> </li> <li>• ½ page written reflections, evidencing the incorporation of SBTE strategies (APST 6.3) and consideration of at least three of these APSTs: 1.1, 1.3, 1.5, 2.2, 2.3, 2.5, 3.1, 3.2</li> </ul>
2. Teaching effectively	<p><b><i>Enacting plans and evidencing impact of pedagogical decisions on student learning.</i></b></p> <ul style="list-style-type: none"> <li>• 2 exemplars of differentiated learning activities, including resources customised or created by PSTs, to facilitate student learning</li> <li>• 2 lesson plans (could be the same ones used for Planning) that demonstrate APST 2.1, 2.6, 3.3, 3.4 and 3.5.</li> <li>• If relevant, 2 lesson plans that demonstrate APST 1.4 and 2.4</li> <li>• ½ page written reflections on the next steps for teaching based on evidence of student learning; application of SBTEs' feedback (APST 6.3 and 3.6) and consideration of at least three of these APST: 2.1, 2.6, 3.3, 3.4 and 3.5.</li> </ul>
3. Managing effectively	<p><b><i>Create and maintain supportive and safe learning environments.</i></b></p> <ul style="list-style-type: none"> <li>• Annotated school safe and supportive policies; discipline and welfare policies, including referral process (could be drawn from ED4489 if it is the same school)</li> <li>• Document expectations of student learning and behavior that show care for individuals, as well as considerations of school policy;</li> <li>• Document SBTE's feedback on communication skills, and the strategies implemented in fostering learning and engagement;</li> <li>• ½ page written reflections on inclusive strategies, modelling positive learning behaviour, maintaining clear expectations, rules and consequences, strategies to motivate and re-focus learners (responding to APST 4.1, 4.2 and 4.3)</li> </ul>

4. Assessing and Recording Learning	<p><b>Assess, provide feedback and report on student learning.</b></p> <ul style="list-style-type: none"> <li>• Notes from discussion or observation of SBTE's data gathering tools</li> <li>• 2 examples of diagnostic and formative assessment activities</li> <li>• 2 exemplars of written feedback PSTs provided to students</li> <li>• 2 exemplars of annotated student work, evidencing APST 5.4</li> <li>• ½ page written reflections; including reflection on the application of SBTEs' feedback with regards to PSTs' capacities to assess student learning and provide targeted feedback to inform the next steps for the student to improve; and consideration of at least three of these APSTs: 5.1, 5.2, 5.3, 5.4, 5.5.</li> </ul>
5. Professional Conduct	<p><b>Engage professionally with colleagues, parents/carers and the community.</b></p> <ul style="list-style-type: none"> <li>• Document SBTE's feedback on their understanding and adherence to legislative requirements;</li> <li>• 1 lesson plan with annotations showing consideration of responsible and ethical use of ICT</li> <li>• 1 assessment task that include clear guidelines of academic integrity</li> <li>• ½ page written reflection of professional practice in relation to QCT code of ethics (APST 7.1), and consideration of at least two of these APSTs: 4.4, 4.5 and 7.2</li> </ul>

- Preservice teachers are expected to present this portfolio by the last day of practicum for co-evaluation with SBTEs.
- **Required standard: Minimum of Graduate Level (G) in all descriptors.**

# Assessment Guide

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

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

- the evidence of pre-service teacher learning
- daily practices
- discussion of evidence based on professional experience portfolio
- moderation with Site Coordinator and JCU Academic Liaison
- [QCT Evidence Guide for Supervising Teachers](#) (Achievement level)

**This placement is assessed using one report - QPERF. At the end of this placement (ED4489 or ED4487), PSTs must demonstrate a minimum of Graduate (G) in all descriptors to pass this professional experience.**

## Assessment Ratings:

Exceeding graduate level (E):	Consistent evidence of knowledge, practice and engagement that <u>exceeds</u> the APST descriptors at the Graduate Career stage.
<b>Graduate level (G)</b>	<b>Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage</b>
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

Exceeding graduate level (E) is not equivalent to the performance of an experienced teacher, or a fully registered teacher. It should be awarded for a consistent demonstration of performance that is beyond the Achievement level in the [QCT Evidence Guide](#).

## Assessment Procedure

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

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

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

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

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

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

Reference Resource (QCT Evidence Guide):

[http://www.qct.edu.au/pdf/Evidence\\_Guide\\_for\\_Supervising\\_Teachers\\_QCT\\_2015.pdf](http://www.qct.edu.au/pdf/Evidence_Guide_for_Supervising_Teachers_QCT_2015.pdf)

# Preservice Teacher Intervention Notification – Guidelines for Use

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

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

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

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

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

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

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

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

### Intervention Notification

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

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

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

<b>Preservice teacher:</b>	Name:		
	Signature:		Date:
<b>Contact details:</b>	Mobile:		
	Home Phone:		
	Email:		
<b>Professional Experience School/Centre:</b>			
<b>Professional Experience Block:</b>	Phase 1: ED4488	Phase 2: ED4489	Specialist Practicum: ED4487
Brief summary of issue/concern:			
Brief summary of any action to date to address issue/concern:			

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

## PURPOSE

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

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

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

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

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

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

<b>Townsville</b>	4781 6549 ( <i>Primary, ECE, RATEP</i> ) 4781 4681 ( <i>Secondary</i> )
<b>Cairns</b>	4232 1716 ( <i>ECE, Primary, Secondary</i> ) 4781 5748 ( <i>ECE Online</i> )

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

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

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

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

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

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

## At Risk Notification

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

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

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

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

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

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