Bachelor of Education (Secondary)

3rd Year Professional Experience Handbook

JAMES COOK UNIVERSITY AUSTRALIA

Contents

Placement Information 3
Placement Goals & Structure for Level 3 Placements 4
Program Overview 5
Professional Experience Contacts 6
Important Placement Notice 7
Placement Dates & Requirement Breakdown 8
Roles and Responsibilities 9
Placement Checklist 10
Placement Support 13
JCU Resource Portfolio 14
Drop-In Sessions 14
Preservice Teacher Request for Intervention 15
At-Risk Early Intervention Notification 16
Purpose The At-Risk Notification 17
Assessment Details 18
Guidelines for Assessment 19
Assessed 3rd Year Professional Experience 20
Placement Portfolio Requirement 21
Submission of Reports 22
Individual Placement Details 23
Level 3 Planning and Teaching Focus 24
ED3442 Goals and Placement Overview 25
ED3442 Learning Tasks in Details 26
ED3442 Professional Experience Portfolio 31
ED3442 Professional Experience Formative Report 33
ED3297 Goals and Placement Overview 36
ED3297 Summary of Evidence 37
ED3297 Learning Tasks in Details 38
ED3297 Professional Experience Portfolio 41
ED3297 Formative Discussion Points 43
ED3297 Professional Experience Report 45
Placement Appendices 50

Placement Information

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

Placement Goals & Structure for Level 3 Placements

PROFESSIONAL EXPERIENCE PLACEMENT GOALS

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

GOAL 1

Apply their understanding of, and skills in using a complex range of data and evidence to inform their planning, teaching and assessment strategies

GOAL 2

Develop their abilities to use the range of data and evidence to plan, teach and assess a sequence of lessons and appraise the impact of their practice

GOAL 3

Develop their ability to design inclusive learning environments that support students with diverse needs

GOAL 4

Synthesise and integrate advanced curriculum knowledge to plan for differentiated learning

STRUCTURE OF PROFESSIONAL EXPERIENCE

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

PLACEMENTS

1 — ED3442

2 — ED3297

PRIOR KNOWLEDGE

Preservice teachers have developed an understanding of curriculum learning areas & fundamental elements of planning, teaching, assessment

ED3442

Observe student learning & engagement, differentiated pedagogical practices & contribute to student learning, directed by SBTE

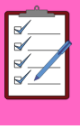
Guide PST to design inclusive learning environments that support diverse learning needs and strengths of students

ED3297

Further, develop abilities towards independent practice

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

Engage in full independent practice



ED3442- 5 DAYS
ED3297 - 15 DAYS

Program Overview

This overview will support the SBTE's understanding of the PST's developmental study journey. Assessment decisions should be based on where the practicum fits within the program. The Preservice Teacher demonstrates engagement with the Graduate Standards as they progress to develop evidence of knowledge, skills and practice. Preservice teachers are becoming more independent in synthesising and integrating advanced curriculum knowledge for differentiated learning.

Teaching cycles are informed by evidence and reflection on learners and their learning. They examine what is the impact of their pedagogical decisions on student learning.

Study Period 1	Study Period 2
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

Postal Address	Cairns	Townsville
	Work Integrated Learning (WIL) Team College of Arts, Society & Education James Cook University Nguma-bada Campus PO Box 6811 Cairns QLD 4870	Student Placements Team Bebegu Yumba Campus Building 4, Room 268 Townsville QLD 4811

Student Placement Team		
For all general correspondence related to Professional Experience	07 4781 6333	Student Placements Team

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

Handbook Abbreviations	
SC: Site Coordinator **SBTE:** Site-Based Teacher Educator **PST:** Preservice Teacher **Portfolio:** Placement Portfolio -Evidence of Demonstrating Practice **ISMG:** Instrument-Specific Marking Guide **GRR:** Gradual Release of Responsibility	**CASE:** College of Arts, Society and Education This Handbook provides internal and external hyperlinks

Glossary of Web Links	
Version 9 The Australian Curriculum NCCD Supporting Students with disability	JCU Professional Experience for Teachers JCU Student Code of Conduct Queensland College ofTeachers (QCT) QCT Code of Ethics Professional Boundaries: A Guide for Queensland Teachers QCT-Evidence-Guide-for-Supervising-Teachers – Engagement Level

Important Placement Notice

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

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

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

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

Teaching Areas

By **AITSL Program Standards** for **Accreditation of Initial Teacher Education Program requirements**, Secondary preservice teachers are required to 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 Graduate Standard in 'out of field' subjects. Site Coordinators are asked to support the arrangement of an appropriate timetable that covers preservice teachers' **first and second teaching areas**, with opportunities to teach **senior secondary curricula** for the entirety of the Placement.

Placement Dates & Requirement Breakdown

ED3442 – Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities
Term 1: 18th March – 22nd March (5-day consecutive block)
For accreditation, Preservice Teachers require Placement in **both** of their teaching areas across the **senior** curriculum

- **Before Placement Commencement Date**: Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- Targeted observation & participation in all class learning experiences
- Co-plan and co-teach with a Team Teaching Model of choice for **2** lessons (1 per senior curriculum teaching area) with SBTE in the *Lead Teacher role*
- **Independently** plan and teach with a Team Teaching Model of choice **2** lessons (1 per senior curriculum teaching area)

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

ED3297 – Reflective Teaching Cycles and Positive Learning Environments (Secondary)
Term 3: 15th July – 2nd August (15-day consecutive block)

Return to ED3442 Term 1 School
For accreditation, Preservice Teachers require Placement in **both** of their teaching areas across the **senior** curriculum

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

- **Week 1-3:** Targeted observation & collection of artefacts required for assessment items
- **Week 1:** Co-plan and Team Teaching Model of choice to co-teach a minimum of **5** lessons across **both** teaching areas (senior curriculum)
- SBTE provide a Gradual Release of Responsibility for PST to take over the *Lead Teacher role* for more **independent** planning & choice of Team Teaching Model
- **Week 2 & 3: Independently** plan and Team Teaching Model of choice to teach a **full load** across **both** teaching areas (senior curriculum)

Reporting	
When	Within 5 days of Placement completion to support student subject progression
What	- Professional Experience Report: PST must have a minimum of 'Developing Adequately' against **EACH** descriptor at **Engagement Level** to pass the Placement - PST must complete Professional Experience Portfolio requirements SBTE uses the Portfolio along with observation of practice and professional dialogue to inform their judgement of PST, demonstrating they are Developing Towards Graduate Level
Who	- Report completed by SBTE, signed by SBTE, SC and PST Returned ONLY by SC to the Student Placements Team

Roles and Responsibilities

Mandatory Induction

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

Expectations

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

Engagement

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

Assessment & Reporting

- SBTE provides evidence-based feedback to PST
- SBTE uses Portfolio to support evaluation of PST's performance
- One Professional Experience Placement Report per Placement block

Professional Experience Formative Report ED3442

Professional Experience Report ED3297: Minimum of Developing in EACH descriptor at Engagement Level

- SC submits signed Professional Experience Reports & Records to Student Placement Team - cc Preservice Teacher
- Report is due within 5 days of Placement completion for course progression

Placement Checklist

A Quick "Go To Guide"

	Pre-Service Teacher	Site Coordinator	Site-Based Teacher Educator
Pre-Placement Check	Meet all Professional Experience Placement Requirements to be eligible for Placement- includingattendance at Professional ExperienceWorkshops Ensure your Blue Card is current Access the **LearnJCU EDU-PROFEX Community Site Third Year Folder** for supporting documents and templates	Direct your colleagues to the provided 2024 JCU Professional Experience Resource Portfolio - Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources JCU offers 'Optional 30 min online support' to schools/centres who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements See **School Partnership Support Timetable** in the 2024 JCU Professional Experience Resource Portfolio for all joining links	JCU offers 'Optional 30 min online support' to schools/centres who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements before placement See **School Partnership Support Timetable** in the 2024 JCU Professional Experience Resource Portfolio for all joining links Ensure you have received and have access to the following: JCU Professional Experience Resource Portfolio, which includes • Placement Handbooks • Induction Document • Digital Reports Professional Experience Partnership General Handbook
	Contact the Site Coordinator - Ensure you have included a Professional email signature Agree to meet to discuss your upcoming Placement	Record PST's emergency contact details and sight their Blue Card Confirm Preservice Teacher's 2 teaching areas for Senior Curriculum	Meet with Preservice Teacher View PST's learning development and previous placement experience within the Program Overview
	Enquire about the School's Workplace Health and Safety Policy and Risk Management Policy Become familiar with school policies You may be required to be proactive andask your Site Coordinator or Supervising Teacher about these policies You may be required to "sign off" on your understanding of the policies	Induct PST to Workplace Health and Safety school policies and procedures Orient PST to the school ethos, professional conduct expectations, pedagogical framework, behaviour management policies and school procedures Advise the SBTE how you might support them in the assessment and reporting Become familiar with the Key Elements of the Integrated Learning Program Partnership *General* Handbook • Placement Requirements • At-Risk Procedure • Pay claims Advise PST how they should contact you for support Advise PST when you might check- in on them	Become familiar with the Key Elements **(infographics)** of the Professional Experience Placement Handbook • Level 3 Placement Goals & Structure p.4 • Roles & Responsibilities p.9 • Assessment p.19 • Placement Details • ED3442 pp.25 - 35 • ED3297 pp.36-49

Pre-Placement Check	**Review** the following documents **QCT** Code of Ethics Professional Boundaries Guide of Evidence **JCU** Student Code of Conduct Have **full** knowledge of • Professional Experience -Student General Handbook • Induction Document • Professional Experience Handbook • Placement Learning Goals • Detailed Weekly Learning Tasks • Portfolio Requirements Assessment & Reporting Requirements	Support PST to balance a timetable to experience both teaching areas in the **senior curriculum** - Important Information	Utilise Support Documents • QCT Evidence Guide (for Engagement) • Support resources for SBTE:See QCT website Provide PST with the following • timetable • student information/data to support PST understanding of student 'readiness' and planning preparation • relevant curricular resources for the Placement • relevant management procedures and routines
	Prearrange your Portfolio structure – include the 5 sections of the Professional Experience Report **Review** Subject Outlines with **assessment items linked** to Professional Experience and plan to collect artefacts, as required		**Clarify** your expectations with your PST: • Reporting time, punctuality,duties, **planning deadlines**, mobile phones • Observation: how and when could they do so • Participation: how they support student learning Access to resources: what could they explore
During Placement Check	**Discuss** with SBTE the required artefacts for assessment **Ensure** you have the **Cover Sheet Declaration** for data collected about learners **signed (ED3297) – LearnJCU Community Site – 3rd Year Folder** **Follow** the detailed weekly placement tasks **Engage** in professional dialogue **Develop a** Professional Experience Portfolio **Use** Portfolio throughout the Placement to guide reflective practice discussions with SBTE	Initiate early the At-Risk Procedure if PST is at risk of not meeting requirements p.16 and p.17 **The form is located in the JCU Resource Portfolio**	**Engage** in professional dialogue regarding Portfolio artefacts to support your assessment of PST demonstrating evidence of APSTs Initiate **early** the At-Risk Procedure if PST is At-Risk of not meeting requirements in **either Teaching Area** so support action can be implemented SBTEs provide a **moderated** Placement Report across both teaching areas, and both discuss their specific subject with PST

Concluding Placement	**Ensure** all resources and teaching materials are **returned**, and professionalcourtesy and good manners are exhibited in your **thanks** towards all staff and the school community after your Placement **Retain a copy** of your signed Professional Experience Report	Sign the Professional Experience Report/ Record before submitting it to the JCU Student Placement Team **Please cc PST in the email so they may retain a copy of the Digital Report** Supporting the assessment processes and JCU's commitment to academic integrity, all reports are to be returned ONLY by SC Submit your Site Coordinator's pay claim	**Sign** the Professional Experience Report for each Placement and submit it to SC to submit to JCU Submit your pay claims by the end of the Placement dates

Placement Support

JCU Resource Portfolio

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

Drop-In Sessions

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

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

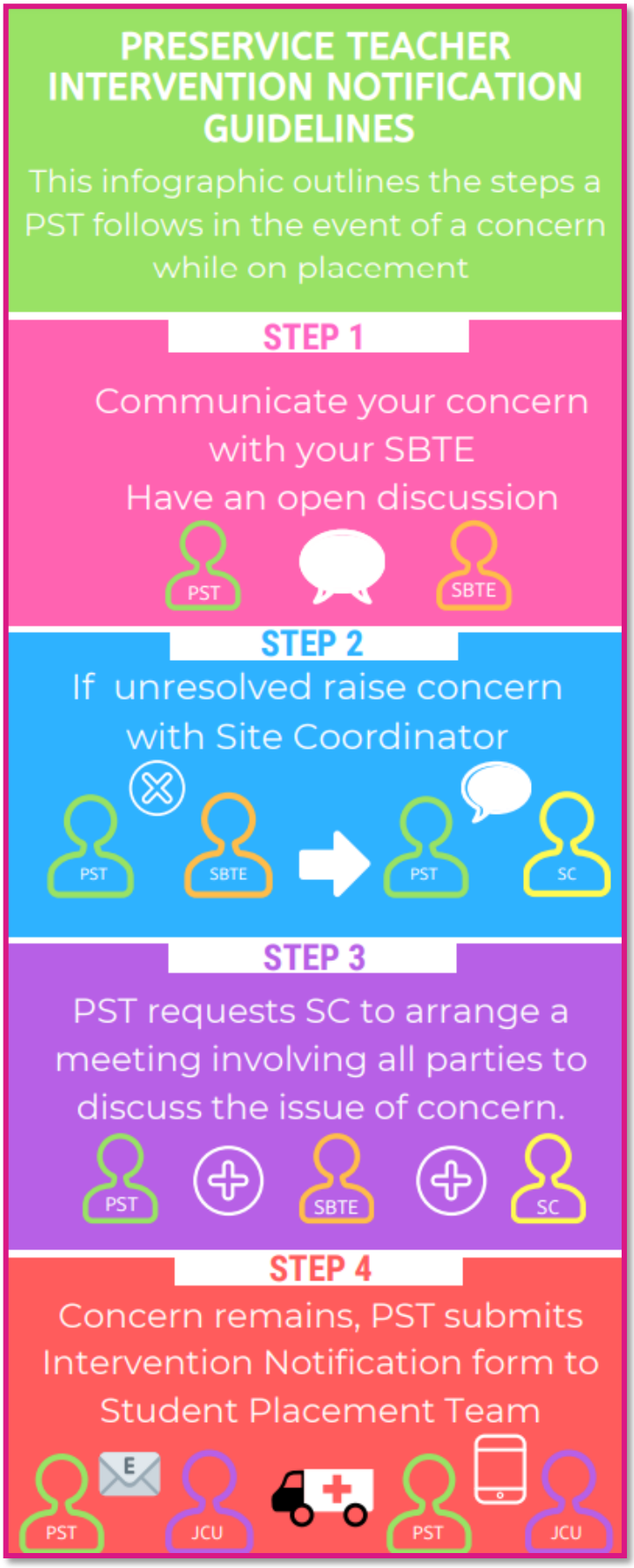
The purpose is to provide SCs and SBTEs an access platform to ask any questions they may have to gain the following:

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

If confirmed as hosting a 3rd Year Preservice Year
For any Placement scheduled in Term 1 and 2 **Please click on the Link 🔗 to access the JCU session.** Optional Support Drop-In Prior to the commencement of the Placement Any Time between 3.30 pm – 4.30 pm Wednesday 20th March 🔗 Click on the link to join the Collaborate to meet the Professional Experience Coordinator to ask any Placement questions.
For any Placement scheduled in Term 2 and 3 **Please click on the Link 🔗 to access the JCU session.** Optional Support Drop-In Prior to the commencement of the Placement Any Time between 3.30 pm – 4.30 pm Wednesday 5th June 🔗 Click on the link to join the Collaborate to meet the Professional Experience Coordinator to ask any Placement questions.

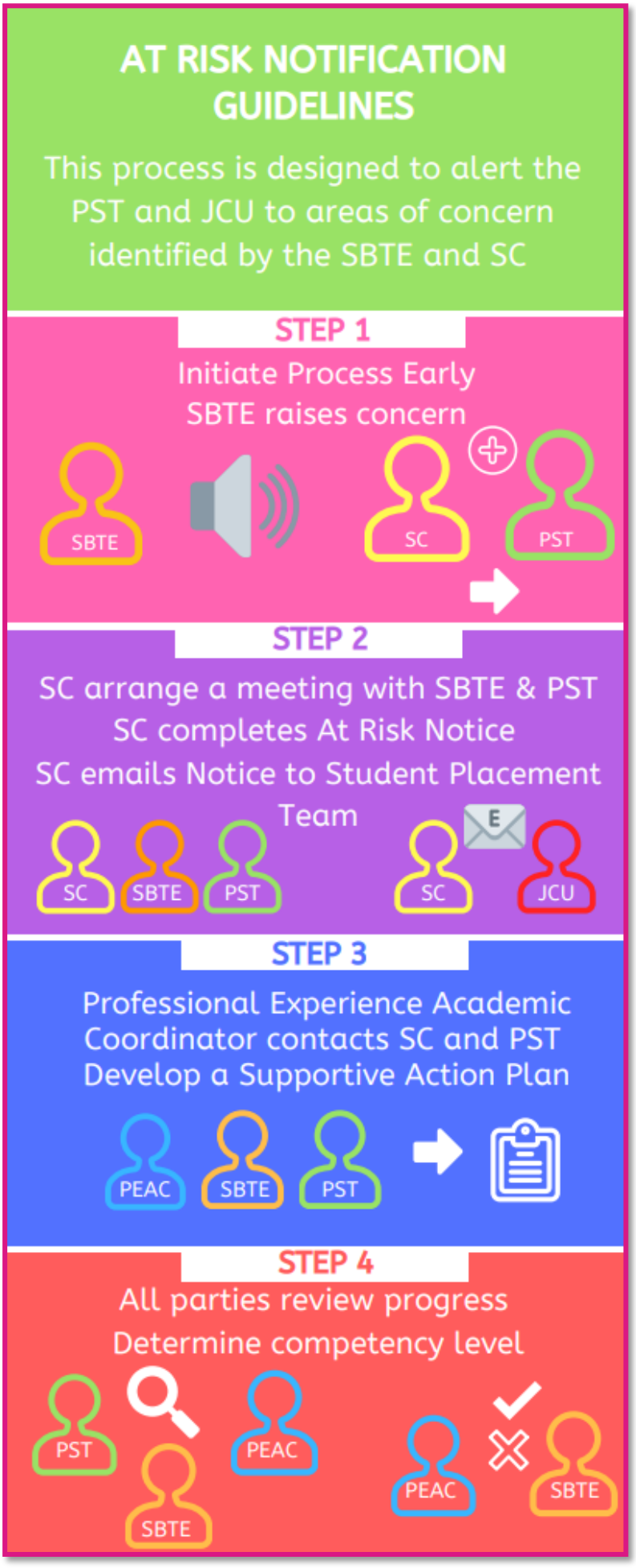
Preservice Teacher Request for Intervention

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



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

At-Risk Early Intervention Notification



Purpose The At-Risk Notification

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

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

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

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

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

At-Risk Form – 2024 JCU Professional Experience Resource Portfolio

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

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

Assessment Details

ASSESSMENT MODERATION

Observation of daily engagement and professional attributes

Discussion of practice and professional learning

Discussion of Professional Experience Portfolio

REQUIREMENTS

PSTs must demonstrate a minimum of Developing Adequately in all descriptors to pass the placement and complete all required days of attendance

Each placement is assessed using the specified Report

Submit Report to Student Placement Team

QCT Evidence Guide for SBTEs for ('Engagement' level)

ED3442 - 5 DAYS

Professional Experience Formative Report

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

Provide constructive feedback for PST to continue their development of APSTs

Discuss Report, including PST's Portfolio

ONLY SC submits Report to Student Placement Team

The report is submitted 5 days after Placement completion so the student can progress to the next subject

ED3297 - 15 DAYS

Assessed using Professional Experience Report

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

Provide constructive feedback for PST to continue their development of APSTs

Discuss Professional Experience Report, including PST's Portfolio

Assessed 3rd Year 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 **take the following into consideration**

- QCT Evidence Guide for Supervising Teachers ('Engagement' level)
- Preservice Teacher's daily engagement
- Preservice Teacher's evidence curated in their Professional Experience Portfolio
- Professional dialogue of practice and professional learning during Placement

Preservice Teacher

Regularly discuss practice and self-appraisal to ensure ongoing development

- Curated evidence of practice using the Professional Experience Portfolio
- Key strengths, areas of concern and suggestions for continued development toward Graduate Level
- Specific feedback on the area of specialisation

Success Indicators	
Engagement Preservice teachers focus on using a range of data to inform and appraise their practice. By the end of third year, preservice teachers demonstrate the relevant Australian Professional Standards for Teachers at a **high** Engagement level (QCT Assessing APST Evidence Guide).	Achievement
Successful demonstration of engagement with a Graduate Standard – the Preservice Teacher: • with some advice and support, is able to link/design/source … • is usually able to … • is aware of, understands • has some capacity … • is often prepared to … • initiates some …	Successful demonstration of achievement of a Graduate Standard – the Preservice Teacher: • is independently able to link/design/ source … • is consistently able to … • is fully aware of, applies … • actively seeks … • participates fully … • frequently initiates …

Assessment Ratings:

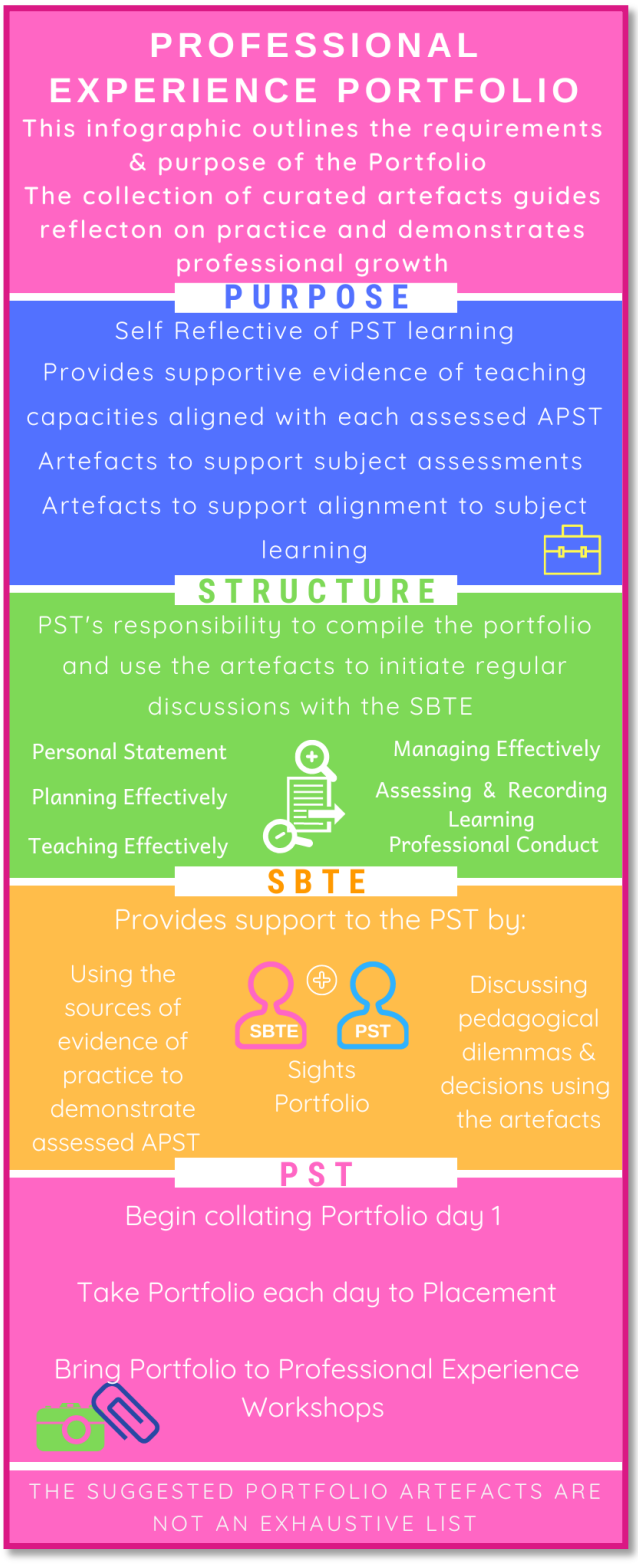
Well developed	**Consistent evidence** of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage
Developing adequately towards graduate level	**Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level**
Not developing adequately	**Little or no evidence** of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage

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

Placement Portfolio Requirement

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

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



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

Submission of Reports

Located

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

Who Submits

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

Report Details

- Support PST's ongoing progress by providing feedback on understanding and practice, with attention to the development of the Australian Professional Standards and Professional Attributes
- This document will used by the Preservice Teacher for critical reflection to plan their next steps of development
- SBTE's for both teaching areas have moderated to complete 1 (one) Report
- All required fields are completed
- Ensure all parties have signed the completed report

Where to Submit

- Digital Report to be emailed to Student Placements Team

When to Submit

- Within 5 days of completion of Placement to support PST's subject progression

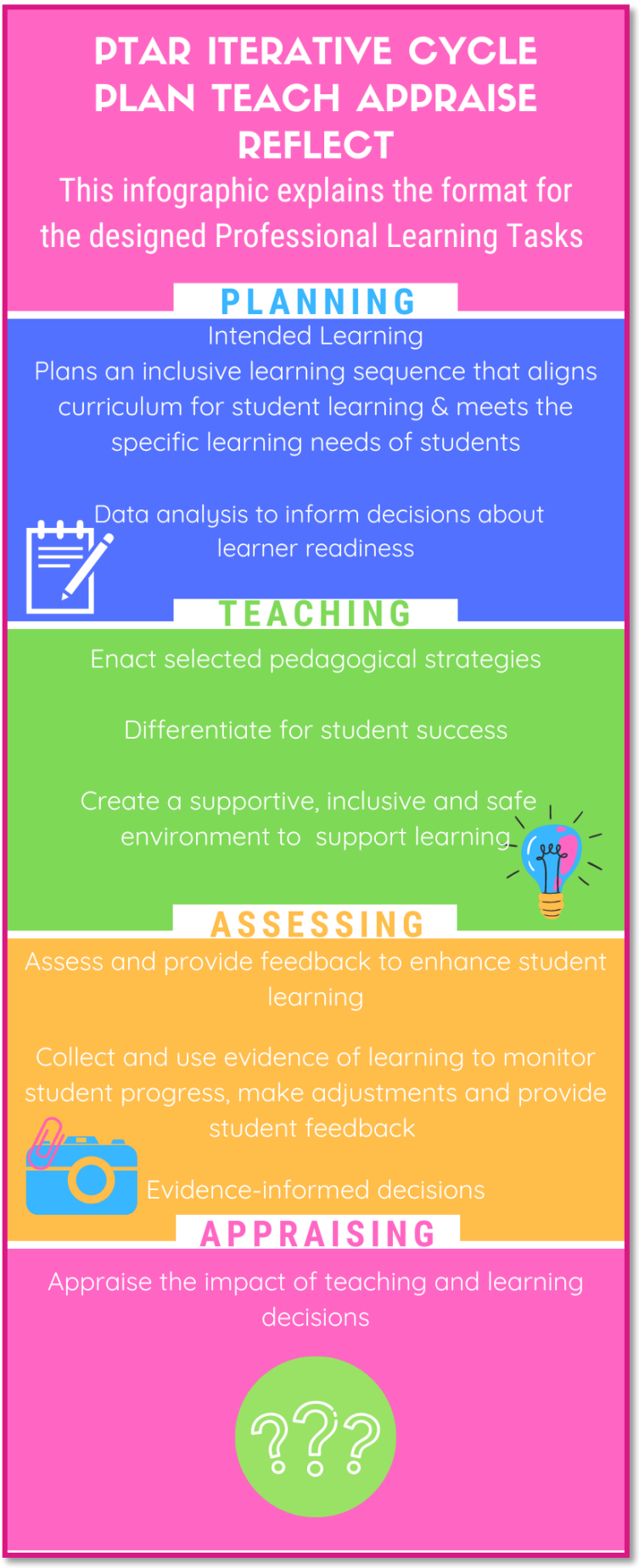
Copy

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

Individual Placement Details

Level 3 Planning and Teaching Focus

Preservice teachers synthesise and integrate advanced curriculum knowledge for differentiated learning. Preservice teachers engage in an iterative teaching cycle informed by evidence and reflect upon learners and their learning. They appraise the impact of chosen pedagogical decisions, drawing on evidence of learning to inform ongoing planning decisions.



ED3442 Goals and Placement Overview

PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED3442

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

GOAL 1

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

Focus on differentiating pedagogy to meet learner needs

GOAL 2

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

GOAL 3

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

SBTE + PST → → →

GOAL 4

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

PTAR

Expectations dialogue
Observe & record class routines and procedures

PST SBTE
Professional Conversation

Dependent of Timetables for Each Teaching Area
Co-plan lesson 1 & 2
1 per subject

Class profile behaviour management inclusive approach

DAY 1

Develop Learner Profiles
Support student learning

Professional Conversation

Co-teach lesson 1 or 2 timetable dependent

Observe and record the inclusive teaching strategies

DAY 2

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

Independently Plan differentiated lesson 3 & 4

Co-teach lesson 1 or 2 timetable dependent

Explore inclusive language and practices

DAY 3

Professional Conversation

Independently teach lesson 3 or 4 timetable dependent

Use student assessment to make adjustments for next lesson plan

DAY 4

Support student learning

Review professional experience & portfolio

Independently teach lesson 3 or 4 timetable dependent

Complete Learner Profiles

DAY 5

ED3442 OVERVIEW

ED3442 Learning Tasks in Details

Day	Teaching & Learning Cycle – PTAR 2 co-planned and co-taught lessons (1 per teaching area for Senior Curriculum) and 2 independently planned and taught lessons (1 per teaching area for Senior Curriculum)			
	What is the intended learning?(Plan)	**How will you enact the lesson? (Teach)**	**How will you assess learning? (Assess)**	**Reflect**
1	Engage in a professional expectations dialogue with SBTE and discuss both ED3442 Placement Goals & your personal goals Discuss with SBTE the required collection of artefacts for assessment requirements **Guided co-planning** discussion for 2 lessons (lesson 1 & 2) 1lesson per teaching area **Guided Planning** discussion & considerations • **Differentiate** for a minimum of 3 focus students – demonstrate through documentation in the original plan, e.g., curriculum, environment, learning experience, affect, wellbeing) • SBTE's expectations of written documentation for the two co-planned lessons for SBTE to review, e.g.,lesson procedure and transition between stages and lesson plan format • Behaviour management strategies and the difference between challenging behaviours and strategies to support inclusive student participationand engagement in classroom learning tasks for all students From the guided planning discussion, PST writes the lesson plan 1 & 2 for **review on day 2**	Provide incidental support to student learning (individualand small groups) Take the initiative to know learners and contributeto their learning and engagement	Targeted observation of PBL **Tier 1 universal supports** and strategies for class routines and procedures that support a learning environment for all students Observe & record strategies that support inclusive participation, engagement, well-being, and safety Ethically & confidentially develop whole class profile - Include class behaviour plans, (EAP), (IEPs), (ISP) (NEPs) – where appropriate Ethically & confidentially gather student learning plans - data on student learning and achievement data & evidence collected for NCCD Ethically & confidentially develop 3 student profiles with current performances representative of 'below' 'at' 'above' year level benchmark - same as current standard for Assessment Item 2	Reflect on your observation notes on how class routines and procedures promoted a supportive and safe learning environment, inclusive for all learners Co-reflect with SBTE • school discipline and welfare policies • school behaviour management inclusion/inclusive education policies in relation to class routines/positive classroom behaviour management plans Co-reflect with SBTE about your observations of inclusive participation, engagement, well-being and safety PST discuss with SBTE your written **philosophy,** as per Portfolio

Each day PST initiates professional discussion with SBTE using chosen suggested discussion points & artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice

How chosen routines and procedures impact a supportive, inclusive, and safe learning environment.
Learner diversity within the class and the functional impact on learning and planning for learning.
NCCD reporting requirements and the moderation processes with the school - including disability categories and what constitutes as evidence.Reporting requirements, including NCCD and the significance of the profession. **APST 7.2**

Day	What is the intended learning?(Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
2	**Review** with SBTE the written lessons (lesson plan 1 or 2) SBTE provide feedback on PST's 2 documented lesson plans Discuss planning considerations and teaching strategy choices, particularly literacy & numeracy demands and student interests to support learners' *'readiness,'* needs and strengths **Discuss** planning considerations for inclusive pedagogical choices of teaching strategies and inclusive language, particularly with students (if applicable) with a disability (**including students with a condition accepted under AARA)** Access arrangements and reasonable adjustments (AARA) **Guided** planning discussion for each teaching area of **senior** curriculum subjects (lesson 1 & 2) if not finalised 1 lesson per teaching area **Guided Planning** considerations • Use review feedback from lesson plans and teaching from 1st lesson to inform planning • lessons are to be differentiated and demonstrate inclusive strategies (e.g. academic, social/emotionalwellbeing, ecological, behaviour management) • resources, including digital literacies, that engage students in their learning, particularly students with a disability (where appropriate) (**including students with a condition accepted under AARA)** PST writes the lesson plan for **review on day 3**	Model teaching strategies, particularly appropriate for literacy and numeracy, to support learners' needs and strengths Model teaching strategies, particularly to engage students with a disability (**including students with a condition accepted under AARA)** Co-teach lesson 1 or 2 for **each senior curriculum** teaching area dependent on timetable and with a Team Teaching Model of choice Support student learning (individual/small groups) with a focus on being inclusive and exploring inclusive language and practices	Observe and record how the class and three focus students engage in learning and interact with their peers Targeted observation of PBL **Tier 2** supports and strategies of focused interventions Observe and record the teaching strategies, particularly in literacy and numeracy for specific teaching areas Observe and record the inclusive teaching strategies, particularly with students with a disability (**including students with a condition accepted under AARA)** Assess for learning and provide student feedback (particularly with students with a disability) and advice on how to improve their work towards meeting either summative or formative assessment	Co-reflect upon your observations of teaching practices and student engagement for the diverse learning needs of students, including those with a disability Reflect on your teaching practices (what was **evidence of learning** and **evidence of how learning did not meet** the planned learning intentions) Reflect upon student engagement for diverse learning needs of students, including those with a disability (**including students with a condition accepted under AARA)** Use reflective analysis from student assessment to make adjustments for the next lesson plan SBTE provide feedback on PST's teaching, including how they incorporated **differentiation** and inclusive strategies
Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE Equity, inclusion, inclusive education strategies & practices and what school-based policies support inclusive education, including how parents/carers are involved in the educative process Student history of focus students Experiences with different models or approaches to differentiation				

Day	What is the intended learning?(Plan)	How will you enact the lesson? (Teach)	How will you assess learning?(Assess)	Reflect
3	**Review** with SBTE the written lessons (lesson plan 1 or 2 if not finalised) SBTE provide feedback on PST's 2 documented lesson plans Discuss planning considerations for the assessment of learning and classroom management strategies to support learners' needs and strengths, particularly students with a disability (**including students with a condition accepted under AARA)** SBTE provide feedback on independently planned lesson plans and differentiation and inclusive strategies Use one of your co-taught lessons to **independently** plan next lesson (lesson plan 3 or 4 for either – 1st or 2nd teaching area, dependent on the timetable) **Planning** considerations • feedback from co-reflections and teaching practice to inform next step learning • progression of next step lesson with reference tostudent need and diversity, e.g. social, intellectual,well-being, physical development	Model strategies to assess understanding for learning Model classroom management strategies to support all learners' needs and strengths, in particular students with disability Co-teach lesson 1 or 2 for **each senior curriculum** teaching area dependent on timetable and with a Team Teaching Model of choice Support student learning with a focus on being inclusive and exploring inclusive language and practices	Observe and record the strategies to assess for learning and how SBTE makes pedagogical adjustments to the intended plan Observe the types and timing of feedback provided to support learner progress Observe and record classroom management strategies, to support all learners' needs and strengths, particularly with students with a disability Assess for learning during co-taught lessons and provide student feedback (**including students with a disability or a condition accepted under AARA)** and advise on how to improve their progression towards meeting either summative or formative assessment Observe how the 3 focus students engage in learning and interact withtheir peers Continue to develop class and learner profiles and **discuss with SBTE** the collected data to date – how may this impact learning	Co-reflect upon your observations of the strategies used to assess for learning and classroom management strategies, to support all learners' needs and strengths Reflect on your teaching practice and student engagement to support diverse learner literacy and numeracy needs and strengths for students Use student assessment to make reasonable adjustments (AARA)for the next lesson plan to be **Independently planned and taught by PST.** lesson 3 or 4 SBTE provide feedback on PST's teaching, including how they incorporated differentiation and inclusive strategies (e.g. academic, social/emotional wellbeing, ecological, behaviour management)
Suggested focus points using the Placement Portfolio artefacts **to engage in professional dialogue and reflective practice with SBTE** Differentiation and inclusive strategies Inclusive language and connotations concerning 'achievement standards' for students with a disability, e.g. standardised curriculum below at above terminology, A-E levels,Working towards/At/Above all/most/some learning intentions Assessment of/for/as learning and inclusive practices for assessment				

Day	What is the intended learning?(Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
4	Explicitly discuss planning decisions for differentiated assessment and how to make judgments, particularly with students with a disability (**including students with a condition accepted under AARA**) Use independently taught lesson to **independently** plan lesson (lesson plan for– 1st or 2nd teaching area dependent on the timetable) **Planning** considerations • feedback from co-reflections and teaching practice to inform next step learning • differentiated inclusive strategies for all learners, e.g.academic, social/emotional well-being, ecological and behaviour management • learning goals that provide achievable challenges forstudents of varying abilities	Model the practice of teaching assessment and classroom management strategies to support all learners' needs and strengths Explicitly model how to differentiate assessment and how to make judgments, particularly for students with a disability Independently **teach** lesson that was **independently planned** depending on the timetable Support student learning with a focus on being inclusive andexploring inclusive language and practices	Observe and record the differentiated assessment provided for learners with a disability Observe and record the strategies to assess for learning and how SBTE makes pedagogical adjustments to the intended plan Assess for learning and provide student feedback and advice on how to improve their progression towards meeting either summative or formative assessment Finalise class and learner profiles	Co-reflect upon your observations and how/why the SBTE made the judgements of learning Reflect on your teaching practice and student engagement, how you provided assessment for learning and classroom management strategies to support diverse learner needs and strengths of students including those with a disability Use student assessment to make adjustments for next lesson plan. lesson plan 3 or 4 SBTE provide feedback on teaching and inclusive approaches to teaching and learning for all students, particularly students with a disability (**including students with a condition accepted under AARA)** Complete Portfolio reflection task on the 4 days of experience

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

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

Day	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
5	Discuss the planning and pedagogical decisions to the literacy and numeracy demands for different learning areas	Model strategies to meet the literacy and numeracy demands to support all learners Model teaching strategies appropriate for different learning areas Independently teach final lesson 3 or 4 (Dependingon the timetable) Support student learning	Evaluate PST's professional learning and development against the Professional Experience Formative Report Assess for learning and provide student feedback and advice on how to progress with their learning	Co-reflect upon achieved ED3442 Placement Goals and professional experience using the portfolio with SBTE Reflect upon your written philosophy in light of your new learnings from this Professional Experience Reflect on your teaching practice and student engagement, how you provided assessment for learning and classroom management strategies to support diverse learner needs and strengths of students, including those with a disability SBTE will **sight PST's** Placement Portfolio Discuss development of learning and constructive formative feedback per teaching area to prepare for the next phase of placement. PST will be required to enact independent evidence-informed practice, differentiating for the student's needs

ED3442 Professional Experience Portfolio

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

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

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

Requirements	Suggested Artefacts for inclusion
Personal Statement	Written philosophy of inclusive and adaptive teaching, meeting the challenge of diversity in the classroom, including scholarly references (150 – 200 words)
Planning effectively	**Planning using data and evidence** • Class profiles based on system data, previous assessment tasks, insights from SBTE and observation • 3 learner profiles – across a range of abilities (dependent on context, at least one profile of a student with a disability) • 2 lesson plans that include general capabilities, particularly literacy and numeracy, and demonstrate alignment between curriculum, pedagogy and assessment • Lesson plan to demonstrate where differentiation has been planned for (individual, • groups). Consider reflections at the end of the lesson where differentiation (including adjustments)occurred in real-time, according to student need, and was not previously planned **APST 1.5** • Reflection notes on how the learning needs of students with different disabilities could be met • **Dependent on context:** • Record of how SBTE, as well as learning support specialists, behavioural experts or counsellors, support the learning needs and strengths of students with a disability or students requiring Tier 2 support **APST 1.6**
Teaching effectively	**Teaching and Learning** • A record of the range of teaching strategies and resources (including digital literacies) with attention on literacyand numeracy to facilitate student learning • Written feedback or annotations/examples of utilising student responses in an inclusive manner **APST 3.5** • Lesson plan incorporating the inclusion of SBTE feedback or reflective analysis of the implementing SBTE feedback **APST 6.3**
Managing effectively	**Creating Positive Learning Environments** • Behavioural data – annotations on how it informed practice and support strategies for engagement **APST 4.3** • Annotations on the school's safe and supportive policies • Annotated classroom routines and procedures to show support for inclusive engagement • Documentation of strategies to manage inclusive behaviours that support diversity integration in the classroom **APST 4.1** • Reflection notes on the impact of PST's own behaviour management strategies used in a lesson **APST 4.2** • Curated school discipline and welfare policies/ school behaviour management inclusion/inclusive education policies
Assessing	**Assessing, feedback and checking for understanding** • Record of strategies for checking for understanding

Professional Conduct	**Demonstrating professional conduct** • One of the following - discussion notes, attendance record of Induction, staff meeting attendance/notes specific to the requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection **APST 4.4** • Notes on the code of ethics, policies and processes required of teachers to support **APST 7.2** • Collect samples of reporting of student achievement to parents/carers and annotations to how they reflect the school's reporting procedures and policies • Collect samples of documenting parent/teacher collaboration in the educative process
Reflection	**Reflection of the first 4 days of Professional Experience** • Focus on planning and teaching learners with diverse needs and strengths. Focus on **how** planning and teaching approaches were able to be differentiated to both engage learners and have an impact on student learning.

Ensure you have your Portfolio when attending Professional Experience Workshops

College of Arts, Society & Education

BACHELOR OF EDUCATION

ED3442 Secondary

ED3442 Professional Experience Formative Report

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

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

<table>
<tr><td>Preservice Teacher:</td><td colspan="2"></td><td>Student Id:</td><td></td></tr>
<tr><td>JCU Partnership School:</td><td colspan="4"></td></tr>
<tr><td>SBTE:</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="5">Year Levels 11 & 12

Both Teaching Areas</td><td>Year Level</td><td colspan="3">Teaching Area/Subject</td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td>Developing adequately towards graduate level</td><td colspan="4">Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level

SUCCESSFUL DEMONSTRATION OF HIGH ENGAGEMENT LEVEL

➢ With some advice and support is able to link/design/source…
➢ Is usually able to…
➢ Is aware of, understands…
➢ Has some capacity…
➢ Is often prepared to…
➢ Initiate some…</td></tr>
<tr><td>Not developing adequately</td><td colspan="4">Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage</td></tr>
</table>

ED3442 Formative Report

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

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

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

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

Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with a disability or **a condition accepted under AARA.**	APST 1.6

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

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

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

Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5
Seek and apply constructive feedback from supervisors andteachers to improve teaching practices.	APST 6.3

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

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

Managing effectively - creates a safe and inclusive environment to engage all learners			
Identify strategies to support inclusive student participation and engagement in classroom activities.			APST 4.1
Demonstrate the capacity to organise classroom activities and provide clear directions.			APST 4.2
Demonstrate knowledge of practical approaches to manage challenging behaviour.			APST 4.3
Developing adequately in creating an inclusive learning environment		**Little or no evidence of creating an inclusive learning environment**	
Constructive feedback to support PST in planning for their next placement phase, including how the PST used various data, including behavioural data to inform how and what strategies and approaches could be implemented to develop safe, supportive and inclusive learning practices. Areas requiring focused attention.			

Assessing and Recording – assessing for learning			
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			APST 5.4
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement through familiarisation with the school's reporting procedures and policies.			APST 5.5
Developing adequately to assess student learning		**Little or no evidence of assessing student learning**	
Constructive feedback to support PST in planning for their next placement phase, including how PST used student data or information (e.g. specialist or allied health) to assess and report on student learning. Areas requiring focused attention.			

Professional Conduct – professional engagement			
Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.			APST 4.4
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.			APST 7.1
Developing adequately engagement in professional conduct		**Little or no evidence of professional conduct**	
Constructive feedback to support PST in planning their next placement phase, including how PST engaged in working sensitively and confidentially with student data while ensuring compliance with legislation and other appropriate policies and procedures. Areas requiring focused attention.			

Professional Experience Overall Result			Requirements	
Satisfactory		**Unsatisfactory**	Completed 5 Days	
			Completed and Discussed professional portfolio recommendations	
PST is ready to proceed to the next Placement stage meeting **ALL** the overall assessed Domains		PST is **not yet ready** to proceed to the next Placement stage due to having **1 or more** overall assessed Domains ticked as little or no evidence of development		

ED3297 Goals and Placement Overview

PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED3297

This infographic explains the overarching goals for the ED3297 Work Integrated Professional Experience program

GOAL 1

Synthesise and integrate curriculum knowledge for differentiated learning that is responsive to the learning strengths and needs of students

GOAL 2

Collect and effectively analyse data to inform planning for learning

GOAL 3

Continue to develop their pedagogical knowledge & agency with planning and teaching decisions.

GOAL 4

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

Engage in a professional expectations dialogue
Complete ACTIVITY A

Discuss required collection of artefacts

Part A
Part B

PRIOR PLACEMENT

Support student learning
Design Assessment Task

Independently teach minimum 5 lessons

Complete ACTIVITY B & C

WEEK 1

Full Load Teaching
Enacting PTAR cycle

Appraise the impact of pedagogical decisions

Commence ACTIVITY D

WEEK 2

Full Load Teaching
Enacting PTAR cycle

Complete ACTIVITY D

Assessment task
moderate judgements with SBTE

WEEK 3

Finalise Learner Profiles

Co-reflect on teaching & Portfolio

ED3297 OVERVIEW

Summary of Evidence Chart

A summary of the evidence **required** for ED3297 Assessment Items
Please ensure that you have **collected** the information/documents outlined below, as each item is **essential to completing the assessment items** for this subject.
All evidence must be collected from the same class/curriculum specialisation, e.g. Year 11 HPE or Year 12 Biology

When to collect	De- identified Evidence required	Purpose
DAY 1 You have been asked to collect these documents on **Day 1** of your placement You will collect this data when you complete **Activity C**	• Term 3 unit overview in your **area of specialisation (Teaching Area)** • **Collect** the accompanying summative assessment instrument and accompanying standards (e.g. ISMG) • School and classroom level policies and procedures that direct classroom management in the Placement school context	• These documents anchor all of your planning,teaching and assessment decisions • You will need to include and/or analyse these documents in **Assessment Items 1, 2 & 3** • You will analyse these documents in Assessment **Item 1**
You will collect this data when you complete **Activity B** and **Activity C**	• Class size and gender composition • Semester 1 level of achievement for English, Maths • Demonstrated achievement levels in literacy and numeracy • Inclusion/participation needs (e.g. whether or not student is working from an ICP and at which curriculum year level) • Behaviour (e.g., sociogram, OneSchool data, conversations with SBTE) • Observations of student engagement • Family background • Home access to computer and internet	• This data is critical as you will need to draw on it to complete **Assessment Items 1, 2 & 3** • In particular, **AT1**, **Part A** asks you to draw on **3 data sources** from this list • Each data source must be summarised for each student in your class, i.e. you need a whole classdata set for each source of information • **AT1 Part C** asks you to draw on data and school policy related to behaviour
You will collect this when you complete **Activity D** You will collect this evidence when you complete **Activity D**	• One lesson plan demonstrating the PST's approach to differentiation to meet learner needs **AND** • **At LEAST * 3 de-identified** student work samples associated with/from this **LESSON** that respond to **formative** assessment (which aligns with the summative assessment task) • The three samples should be representative of current student performance from the following:- o at standard o below standard o above standard *Note: While you need **At Least** 3 samples – a **wider collection of a sample range** supports you with the subject assessment items requiring an analysis	• You will analyse this lesson plan in **Assessment Items 1** • You will include and analyse these work samples in • **Assessment Items 1,2 & 3** • Please note – we are seeking student responses to a formative task, **not** the Summative task

ED3297 Learning Tasks in Details

Prior	**Engage** in a professional expectations dialogue with SBTE and discuss ED3297 Placement Goals PST to complete **ACTIVITY A – PART A & B (Clarifying Expectations)** and **discuss** with SBTE PST to **discuss** with SBTE the collection of artefacts required for **subject assessment Items** SBTE to **provide**, review and **discuss** curricular resources necessary for PST to plan and assess for the 3 weeks, including the unit overview, summative assessment instrument and marking rubric SBTE **discuss** expectations for lesson plan format and provides a timeline and process for lesson plan completion and review			
Week	**What is the intended learning? (Plan)**	**How will you enact the lesson? (Teach)**	**How will you assess learning? (Assess)**	**Reflect**
1	**Curriculum focus:** PST to analyse the curriculum demands for the unit, ensuring they are aware of the alignment required between assessment tasks and the sequence of lessons **Learner focus:** Whilst adhering to ethical data collection, handling and storage protocols, **discuss**, **co-review** and **select** data and evidence from available sources to complete **ACTIVITY B** - The purpose of Activity B is for PST to • Understand learning needs and readiness to inform the planning of lessons • Identify opportunities for differentiated practice acrossupcoming lesson sequence **Lesson Planning focus:** **Independently** plan a minimum of 5 lessons to be taught towards the end of this week **Classroom Management focus:** Complete **ACTIVITY C** • Document the classroom management plan used byyour SBTE • Discuss the preventative and corrective actions that align with school-based policies and procedures and the current processes, strategies and routines established by the SBTE	Observe classroom management undertaken by SBTE and complete **Activity C.2 & C.3** Identify, discuss and observe the pedagogical framework of the school context (e.g. Gradual Release of Responsibility) Select and plan for a range of pedagogical strategies that allow you to teach the required curriculum to your students **Independently** teach a minimum of 5 lessons senior curriculum lessons using the selected pedagogical framework	Design and implement a diagnostic assessment task aligned with the curriculum to be taught during this 3-week placement Make a written record (use a table or a spreadsheet) of student achievement on the diagnostic assessment task Design the formative assessment task that you will **mark** and **moderate** at the end of Week 3 Ensure that the task is designed to **align** with the Summative assessment task Ethically & confidentially develop 3 student profiles with current performances representative of 'below' 'at' 'above' year level benchmark	**Professional conversations:** **Co-reflect** upon: • The alignment of the assessment tasks to the curriculum (ACARA/QCAA) • How well do you know your learners? • How ready are the learners to engage with the required curriculum? • How ready are you to teach and assess their learning? • What are the principles for the pedagogical approach you will use to teach your students? • Requirements for recording and storing information securely • Using information ethically and within legislative and regulatory requirements • Present, discuss and sign **Student Data Declaration sheet** with SBTE • Store safely for submission with assessment item later in the semester **ED3297 Assessment Item Preparation:** • Ensure **Activity B** is **completed** • Review the Summary of Evidence, ensure you have safely stored your whole class profile (**Activity B.1**) **collected** to bring back to JCU the Term 3 unit overview, the **summative assessment instrument** and accompanying standards, e.g. ISMG/rubric • Ensure **Activity C** is **completed** & stored safely for later submission with assessment items

Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
2	**Curriculum & Learner focus through Lesson Planning:** **Independently plan** lessons that cater for learner needs across all curriculum areas as timetabled for the week **Classroom Management focus:** • Adopt and support the school and SBTE's approach to fostering a positive learning environment, with specific focus on Tier 1 strategies, by implementing school and classroom policies and procedures	Select appropriate pedagogical strategies to support the students in meeting the intended learning outcomes **Independently teach a** full teaching load (balanced across both senior teaching areas) Full-Time Load is equivalent to the load allocated to a beginning Graduate Teacher in your context	Appraise the impact of the pedagogical decisions, drawing on evidence of learning from the 3 focus students to inform ongoing planning decisions Continue to ethically & confidentially include student profiles with current performances representative of 'below' 'at' 'above' year level benchmark	**Professional Conversations** **Co-reflect** upon: • The alignment of curriculum, pedagogy and strategies for assessing learning between your intended lesson plan and the enacted teaching • Strategies for assessment • Code of ethics, well-being and safety strategies and how you have enacted these in your own practice • Enactment of classroom management policies and procedures • The artefacts collected/curated for the Portfolio and how they are supporting PST's professional growth and demonstration of development towards Graduate level **ED3297 Assessment Item Preparation:** • Commence **Activity D** **Mid-point evaluation:** • PST complete the Formative Feedback sheet **independently as a self-appraisal** – discuss with SBTE • SBTE reviews PST's progress against the Professional Experience Report

Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
3	**Independently plan** lessons that cater for learner needs for both teaching areas – senior curriculum subject (equivalent to a full teaching load) Using the feedback and Professional Experience Report, identify personal learning goals in relation to the standards and discuss with SBTE **(this will be required for final Professional Experience Workshops in preparation for Final Year Placements)**	Select appropriate pedagogical strategies to support the students to meet the intended learning outcomes **Independently teach a** full teaching load (balanced across both senior teaching areas) Full-Time Load is equivalent to the load allocated to a beginning Graduate Teacher in your context	Implement formative assessment task (as designed in Week 1) Mark formative assessment task Moderate judgements with SBTE – check the consistency of your interpretation of student achievement in relation to the relevant standards against your SBTE's judgements Make a written summary (use a table or spreadsheet) of student achievement on formative task Provide written feedback to students about their learning and support for the progression of learning towards summative assessment Finalise 3 student profiles with current performances representative of 'below' 'at' 'above' year level benchmark	**Professional Conversations** **Co-reflect** upon: • The alignment of curriculum, pedagogy and assessment between your intended learning sequence, the enacted teaching and the assessed learning • How your pedagogical decisions had an impact upon student learning • What are the next steps of learning for these students? • Effective ways to positively engage with parents/carers and the community that support student learning • Use of data to communicate with a range of stakeholders, including parents and carers, regarding the progression of student learning • Achievement of the ED3297 Placement Goals **ED3297 Assessment Item Preparation:** • Ensure **Activity D** has been **completed** and collection of **(At Least 3 or a wider range)** of work samples associated with the lesson plan and across the levels of achievement are safely stored for submission with assessment items later in the semester **End of Placement Evaluation:** • SBTE evaluates PST's professional learning against the report • SBTE will **discuss** the Professional Experience portfolio to **inform their assessment** of the Preservice Teacher's performance over the Professional Experience phase • PST reflects upon and revises written philosophy in light of the new learnings from this Professional Experience

ED3297 Professional Experience Portfolio

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

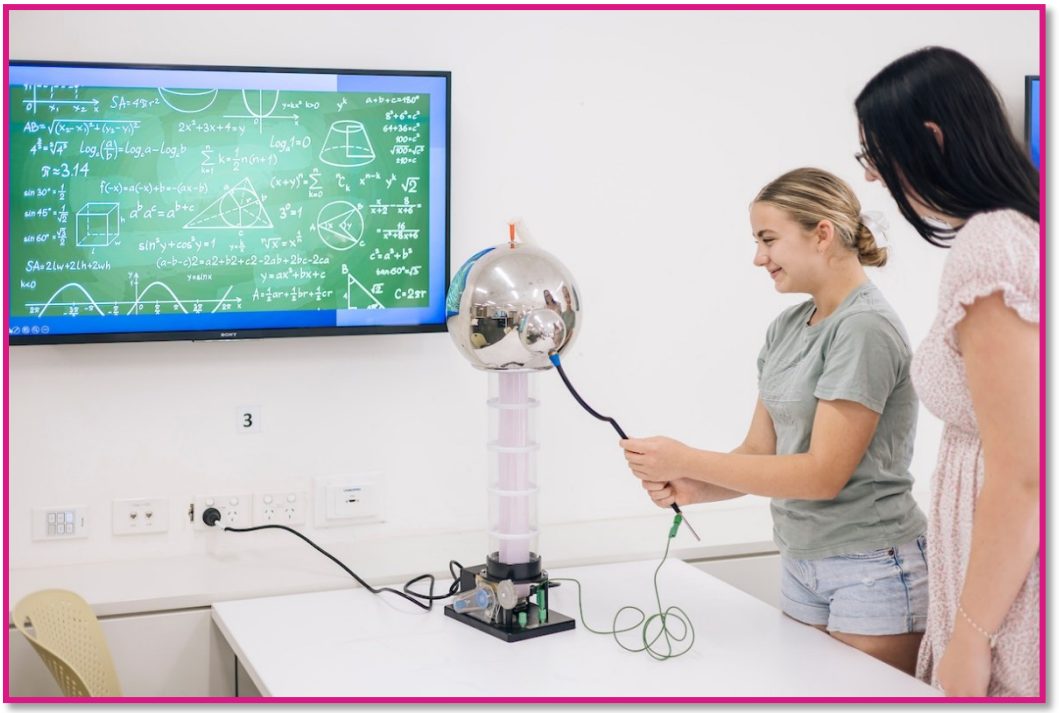
The table below summarises the relevant artefacts of the Professional Experience Portfolio for the Placement. It is a **working document** to be used **continually** throughout the Placement, guiding reflective practice discussions between the SBTE and PST. The specific artefacts should be evidence of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

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

Requirements	Suggested Artefacts for Inclusion
Personal statement	A written philosophy, including scholarly references, highlighting the consistent and regular use of evidence to improve teaching and learning in schools
Planning effectively	**Planning using data and evidence** • Updated or new class profiles based on system data, previous assessment tasks, insights fromSBTE and observation • Updated or new learner de-identified profiles of 3 focus students **APST 1.1, 7.1** • A sequence of annotated lessons (at least 3 lesson plans) that respond to learner diversity and the ACARA general capabilities, particularly literacy and numeracy, while demonstrating alignment between curriculum, pedagogy and assessment **APST 1.3, 2.1,2.2. 2.3, 3.2, 3.3, 3.4** • Dependent on context, a record of how SBTE, as well as learning support specialists, adjust practice to support the learning needs and strengths of students with disability
Teaching effectively	**Teaching and Learning** • Annotations on lesson plans that identify and reflect upon the impact of enacted practice, e.g. range of teaching strategies, resources including digital literacies **APST 2.6** • Lesson delivery shows a link between curriculum content description and suitable learning tasks/context **APST 2.1** • Written reflections upon the impact of enacted practice on student learning **APST 3.6** • (Depending on Placement Context) a resource made or provided by PST during a lesson showing understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages **APST 1.4, 2.4** • Feedback reflecting ability to answer accurately content-related questions **APST2.1**
Managing effectively	**Creating Positive Learning Environments** • Curated student codes of conduct from the school • Curated inclusion/inclusive education policies enacted at the school • Policies and procedures from the school and classroom that direct classroom management, e.g. behaviour flowcharts, classroom routines, PBL foci, classroom reward systems • Observation notes of strategies implemented by SBTE to manage challenging behaviour – Tier 2 and 3 **APST 4.3** • Reflection notes on PST's own classroom management strategies used in a lesson
Assessing	**Assessing, feedback and checking for understanding** • Record of assessment information to monitor and support student learning (e.g. observations of student learning and work samples) **APST 5.1** • De-identified sample of work of the 3 focus students • Samples of de-identified feedback offered to the 3 focus students **APST 5.2** • Notes on strategies for reporting student achievement to students and parents/carers **APST 5.5** • Samples of collaboratively or independently produced assessment task, marking criteria and marking rubrics **APST 5.3** • Annotated sample showing modifying teaching practice as a result of assessment data **APST 5.4**

Professional Conduct	**Demonstrating professional conduct** • Notes on the code of ethics, well-being and safety strategies, policies and procedures **APST 4.4** • Curated staff code of conduct • Written notes documenting SBTE's insights and/or strategies for engaging with parents/carers **APST 7.3** • Annotations on lesson/plans highlight attention to the teaching of safe,responsible and ethical use of digital literacies **APST 4.5** • Written notes documenting SBTE's approach to the ethical use of data and evidence • Record of attendance or completion of School Induction **APST 7.2** • Cover Sheet Declaration for data collected about learners signed by SBTE **APST 7.1**
Reflection	One page reflection on Professional Experience: Focus on appraising your impact on student learning and 6.1 and 6.2 Personal Learning Goals **(Required for Professional Experience Workshops in Preparation for Final Year Placements) APST 6.1**

The annotated artefacts support subject assessment
Ensure you have included the full summary of the evidence



ED3297 Formative Discussion Points

This is not an exhaustive list but merely a guide to creating discussion during the ED3297 Placement
PST completes **independently** as a **Self-Appraisal Task** and then **Discusses with SBTE**
This IS NOT required to be submitted to JCU

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

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

College of Arts, Society & Education
BACHELOR OF EDUCATION

ED3297 Secondary

ED3297 Professional Experience Report

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

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

<table>
<tr><td>Preservice Teacher:</td><td colspan="2"></td><td>Student Id:</td><td></td></tr>
<tr><td>JCU Partnership School:</td><td colspan="4"></td></tr>
<tr><td>SBTE:</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="6">Year Levels 11 & 12

Both Teaching Areas</td><td>Year Level</td><td colspan="3">Teaching Area/Subject</td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td>Well developed</td><td colspan="4">Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage</td></tr>
<tr><td>Developing adequately towards graduate level</td><td colspan="4">Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level

SUCCESSFUL DEMONSTRATION OF HIGH ENGAGEMENT LEVEL

➢ With some advice and support is able to link/design/source…
➢ Is usually able to…
➢ Is aware of, understands…
➢ Has some capacity…
➢ Is often prepared to…
➢ Initiate some…</td></tr>
<tr><td>Not developing adequately</td><td colspan="4">Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage</td></tr>
</table>

Preservice teachers focus on using a range of data to inform and appraise their practice. By the end of third year, preservice teachers demonstrate the relevant Australian Professional Standards for Teachers at a high Engagement level (QCT Assessing APST Evidence Guide).		Satisfactory			
		Well Developed	Developing Adequately	Not Developing	N/A
Planning effectively					
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	☐	☐	☐	
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	☐	☐	☐	
Organise content into an effective learning and teaching sequence.	APST 2.2	☐	☐	☐	
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	☐	☐	☐	
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	☐	☐	☐	

Constructive feedback to support PST to plan for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST in collecting fit-for-purpose data to gauge learner needs and readiness for learning and inform differentiated planning to meet the needs of diverse learners.

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

Managing effectively

		Well Developed	Developing Adequately	Not Developing	
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	☐	☐	☐	

*Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST planning for a safe environment that provides student opportunity to achieve learning goals by utilising Tier 1 Universal support strategies and micro-skills for classroom management and Tier 3 support for challenging behaviours.*

Assessing

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	☐	☐	☐	
Demonstrate awareness of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	☐	☐	☐	
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	☐	☐	☐	
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	☐	☐	☐	
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	APST 5.5	☐	☐	☐	

*Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST plan for monitoring student learning and assessing the learning progress.*

Professional Conduct

Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	☐	☐	☐	
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of digital literacies in learning and teaching.	APST 4.5	☐	☐	☐	
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	☐	☐	☐	
Dependent on Context and Opportunity Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	☐	☐	☐	

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

Professional Experience Overall Result			Requirements	
Satisfactory		**Unsatisfactory**	Completed 15 Days	☐
☐		☐	Completed and Discussed professional portfolio recommendations	☐
Means PST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)		**Means PST is not yet ready to proceed to next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked**	Minimum of 'Developing Adequately' in all descriptors.	☐

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

Placement Appendices

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

ED3442	ED3297
Observation Templates Learner Profile Template Lesson Plan Template	**Student Data Declaration Sheet** **ACTIVITY A.** Clarifying Expectations **Part A** **Part B** **ACTIVITY B.** Collecting and analysingdata to gauge learner needs and readiness **Activity B.1:** Whole Class Profile **Activity B.2:** Individual Learner Profiles **Activity B.3:** Sociogram **ACTIVITY C.** Classroom Management Observations **Activity C.1:** Collect and analyse school and classroom level policies and procedures that direct classroom management **Activity C.2:** Observing Classroom Management **Activity C.3:** Observing Indicators ofStudent Engagement **TEMPLATES FOR ACTIVITY C. Classroom Management Observations** **Activity C.2 Recording Template:** RecordingSheet for Observing Classroom Management **Activity C.3 Recording Template:** Recording Sheet for Observing Indicators of Student Engagement **ACTIVITY D.** Evidence of your enacted practice

JAMES COOK
UNIVERSITY
AUSTRALIA

jcu.edu.au