

Bachelor of Education (Secondary Education)

2nd Year Professional Experience Handbook
2026



JAMES COOK
UNIVERSITY
AUSTRALIA



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Section 1

Placement Information

A full overview of placement details and requirements

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

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

Level 2 Placement Structure and Goals

LEVEL 2 STRUCTURE PROFESSIONAL EXPERIENCE

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

PLACEMENTS

1

ED2491

5 days

2

ED2492

10 days

ED2491

Understanding learner readiness to support planning an engaging lesson with an effective classroom management plan



Introduced to the reflective teaching cycle

Development of the structure of a lesson with teacher-centred and differentiated strategies

KNOWLEDGE

Foundational understanding of broader literacy and numeracy acquisition

Knowledge of content and the pedagogical teaching strategies

Effective practices to develop learning habits that prompt students to respond quickly to instructions

ED2492

Junior curriculum



Co-plans and teaches a sequence of lessons with curriculum-aligned learning objectives in both teaching areas

Purposefully and appropriately incorporate Cross Curriculum Priorities and General Capabilities specific to the content

LEVEL 2 PLACEMENT GOALS

This infographic explains the overarching goals for the level 2 Professional Experience

GOAL 1

Understand the implications of a learner's readiness to plan for engagement in learning



GOAL 2

Develop the ability to plan and teach a coherent sequence of lessons using explicit teaching, modelling, and scaffolding, with curriculum-aligned objectives and strategies that meet diverse learner needs and show evidence of mastery

GOAL 3

Develop the ability to use proactive strategies, to prevent misbehaviour and disengagement and promote positive learning behaviours



GOAL 4

Continued development of the acquired foundational understanding of literacy and numeracy teaching strategies



Begin developing Subject Specific Pedagogical Content Knowledge

Program Overview

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

Preservice teachers progress to their second-level subjects by deepening their understanding of curriculum and planning for diverse learners. They design individual lessons and sequences that address literacy and numeracy demands, gather data on learner readiness, and implement effective classroom management. Through a range of pedagogical frameworks and practices, they plan and deliver instruction, foster positive behaviours, create supportive learning environments, and assess learner progress.

Trimesters 1 -3

Level 1 Subjects

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

Level 2 Subjects

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

Level 3 Subjects

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

Level 4 Subjects

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

Professional Experience Contacts

Cairns		Townsville	
Student Placements Team Building A4, Room 124A		Student Placements Team Building 4, Room 268	
placements@jcu.edu.au 07 4781 6333			
Professional Experience Academic Coordinator [Education]			
Trisha Telford	07 4781 5424	trisha.telford@jcu.edu.au	
Handbook Abbreviations			
SC: Site Coordinator SBTE: Site-Based Teacher Educator PST: Preservice Teacher Profex Coordinator: JCU Professional Experience Academic Coordinator [Education] ISMG: Instrument-Specific Marking Guide GRR: Gradual Release of Responsibility		SPT: Student Placements Team WIL: Work Integrated Learning Portfolio: Placement Portfolio - Evidence of Demonstrating Practice  : This Handbook provides Internal or External Links	
Glossary of Web Links			
Version 9 The Australian Curriculum AITSL Professional experience Participant roles and responsibilities Supervising Professional Experience Positive Behaviour for Learning in the Classroom		JCU Student Code of Conduct Queensland College of Teachers (QCT) QCT Code of Ethics Professional Boundaries: A Guide for Queensland Teachers QCT-Evidence-Guide-for-Supervising-Teachers – Engagement Level	

Missed Placement Critical Notice

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

- **Inform** the school before the working day begins (usually by 8 am) as per the school's policy for non-attendance for that day
- Provide a medical certificate to the school (by the individual school policy) and a copy to the Student Placements Team
- **Email** the Site-Based Teacher Educators to inform them of your absence
- **Forward** all required planning for the day, so that lessons can continue without disruption

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

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

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

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

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

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

Teaching Areas

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

Placement Dates & Requirement Breakdown

ED2491 – Planning for Engaging Learning

Term 2: 16th March – 20th March 5-day consecutive block)

For accreditation, Preservice Teachers require Placement with a reasonable balance of **both** their teaching areas across the **junior curriculum**

- **Before Placement Commencement Date:** Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- Support student learning: individual and small groups of students
- Targeted observation to gather data about learner readiness to support an engaging lesson with an effective classroom management plan
- SBTE guides PST to **plan, teach & assess** learning for **1** lesson of subject choice from either of PST's **junior** curriculum teaching areas

Reporting

When	- Within 5 days of Placement completion to support student subject progression
What	- Non-assessed professional Experience Formative Report to prepare PST for the next phase of Placement - PST must compile the Professional Experience Evidence-Based Portfolio
Who	- Report completed by SBTE, signed by SBTE, SC and PST (1 Report moderated by SBTEs) - Returned ONLY by SC to Student Placements Team

ED2492 – Junior Curriculum 1 – Engagement with Teaching Area and Pedagogical Content Knowledge

Term 3: 20th July – 31st July (10-day consecutive block)

Return to ED2491 School

For accreditation, Preservice Teachers require Placement with a reasonable balance of **both** their teaching areas across the **junior curriculum**

- **Week 1:** Guided planning discussions & **co-teach 6** lessons, **3** per teaching area with **junior** curriculum
- Gradually Releasing Responsibility for PST to **teach 1 of the co-planned lessons per teaching area**
- **Week 2:** Gradual Release of Responsibility for PST to **independently plan** and **teach 6** lessons – **3** lessons per teaching area for **junior** curriculum subjects (a sequence of a minimum of **2** lessons per teaching area)

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 the Engagement Level to pass the Placement - PST must compile the Professional Experience Evidence-Based Portfolio - SBTE uses the Portfolio along with observation of practice and professional dialogue to inform their judgement of PST, demonstrating they are Developing Towards Graduate Level
Who	- Report completed by SBTE, signed by SBTE, SC and PST (1 Report moderated by SBTEs_ - Returned ONLY by SC to Student Placements Team

Roles and Responsibilities

Mandatory Induction

- **PST** attends Professional Experience Workshops in preparation for Placement as per the **Subject's Special Assessment Requirements** and **Professional Experience Placement Requirements Policy Procedure**
- **PST** emails an introduction to the Site Coordinator
- **PST** arranges an introductory meeting time to meet **SC & SBTE** before Placement
- **SC** orients **PST** to School 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 **Site Coordinator** notifies JCU
- **JCU** provides support to **PST** and **SBTE** upon notification of the 'At Risk' as per the At Risk Flow Chart

Engagement

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

Assessment & Reporting

- **SBTE** provides evidence-based feedback (verbal & written) to **PST** to support their development
- **SBTE** uses Portfolio as evidence to support the evaluation of **PST's** performance
- One Professional Experience Placement Report per Placement block
Professional Experience Formative Report ED2491
Professional Experience Report ED2492: 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 the **PST's** course progression

Placement Checklist

A Quick Hyperlinked "Go To Guide"

Pre-Placement Check

Preservice Teacher	Site Coordinator	Site-Based Teacher Educator
<p>Review the following documents</p> <p>QCT Code of Ethics Professional Boundaries</p> <p>JCU Student Code of Conduct</p> <p>Have full knowledge of</p> <ul style="list-style-type: none"> Professional Experience -Student General Handbook Induction Document Professional Experience Handbook Placement Learning Goals Detailed Weekly Learning Tasks Portfolio Requirements Assessment & Reporting Requirements 	<p>Direct colleagues to the provided JCU Professional Experience Resource Portfolio - Induction Documents Guide, Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources</p>	<ul style="list-style-type: none">
<p>Attend all Placement Workshops to meet the Subject's Special Assessment Requirement</p> <p>Check that your Blue Card is current Access the LearnJCU EDU_PROFEX Community Site 2nd Year Folder for supporting documents and templates</p> <p>Ensure you have an updated JCU Professional email signature</p> <p>Contact the Site Coordinator upon placement confirmation</p> <p>Arrange a time to meet, in person or via Zoom/Teams, to discuss your upcoming placement</p> <p>Attend school mandatory induction – as per the JCU Induction document</p>	<p>Induct PST</p> <ul style="list-style-type: none"> Workplace Health and Safety School policies and procedures School expectations School/Community orientation <p>Orient PST to the school ethos, professional conduct expectations (reaffirming Professional Boundaries), pedagogical framework, behaviour management policies and school procedures</p> <p>Record PST's emergency contact details and sight their Blue Card</p> <p>Confirm Preservice Teacher's 2 teaching areas for Junior Curriculum</p> <p>Advise PST</p> <ul style="list-style-type: none"> how they should contact you for support when you might check in on them <p>Advise SBTE</p> <ul style="list-style-type: none"> how you might support them in the moderation/ assessment and reporting 	<p>Meet with PST</p> <p>Discuss the Placement structure</p> <p>Clarify assessment requirements and criteria for the Placements</p> <p>Discuss with PST the Key Elements (infographics) of the Professional Experience Placement Handbook</p> <ul style="list-style-type: none"> Level 2 Placement Goals & Structure p.5 Roles & Responsibilities p.9 Assessment p.18 Level 2 Placement Criteria p.19 Evidence-Based Portfolio p.21 Placement Details ED2491 pp.25-35 ED2492 pp.37-49

During Placement Check

Access the JCU Weekly Optional Drop-In Session (2-week Placement)

Discuss & Collect artefacts, as required for subject Assessments

Follow the detailed weekly placement tasks

Engage in professional dialogue and reflective practice discussions

Develop an Evidence-Based Portfolio

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

Support PST to balance a timetable to experience both teaching areas in the **junior curriculum** - [Important Information](#)

Check in with SBTE regarding the progress of PST

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

The form is located in the JCU Resource Portfolio

Clarify your expectations with your PST:

- Reporting time, punctuality, duties, **planning deadlines**, and mobile phones
- Observation: how and when could they do so
- Participation: how they support student learning

Provide PST with the following

- timetable
- student information/data to support PST understanding of student 'readiness' and planning preparation
- relevant curricular resources for the Placement, relevant management procedures and routines

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

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

Concluding Placement Check

Ensure you have the [Ethical Collection of Data](#) about learners is signed (ED2491 & ED3492) LearnJCU EDU_PROFEX Community Site – 2nd Year Folder

Ensure all resources and teaching materials are returned

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

Retain a copy of your signed Professional Experience Report

Sign the Professional Experience Formative & Professional Experience Reports after completion of each placement and **submit** to placements@jcu.edu.au

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

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

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

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

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

Section 2

Placement Support

Procedures to assist both PST and SBTE during placement

JCU Resource Portfolio

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

Drop-In Sessions

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

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

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

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

If confirmed as hosting a 2nd Year Preservice Teacher

For any Placement scheduled in Term 1

Please click the Link  to access the JCU session.

Optional Support

Drop-In prior commencement of the Placement

Any Time between 3.30 pm – 4.30 pm

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

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

For any Placement scheduled in Terms 3

Please click the Link  to access the JCU session.

Optional Support

Drop-In prior commencement of the Placement

Any Time between 3.30 pm – 4.30 pm

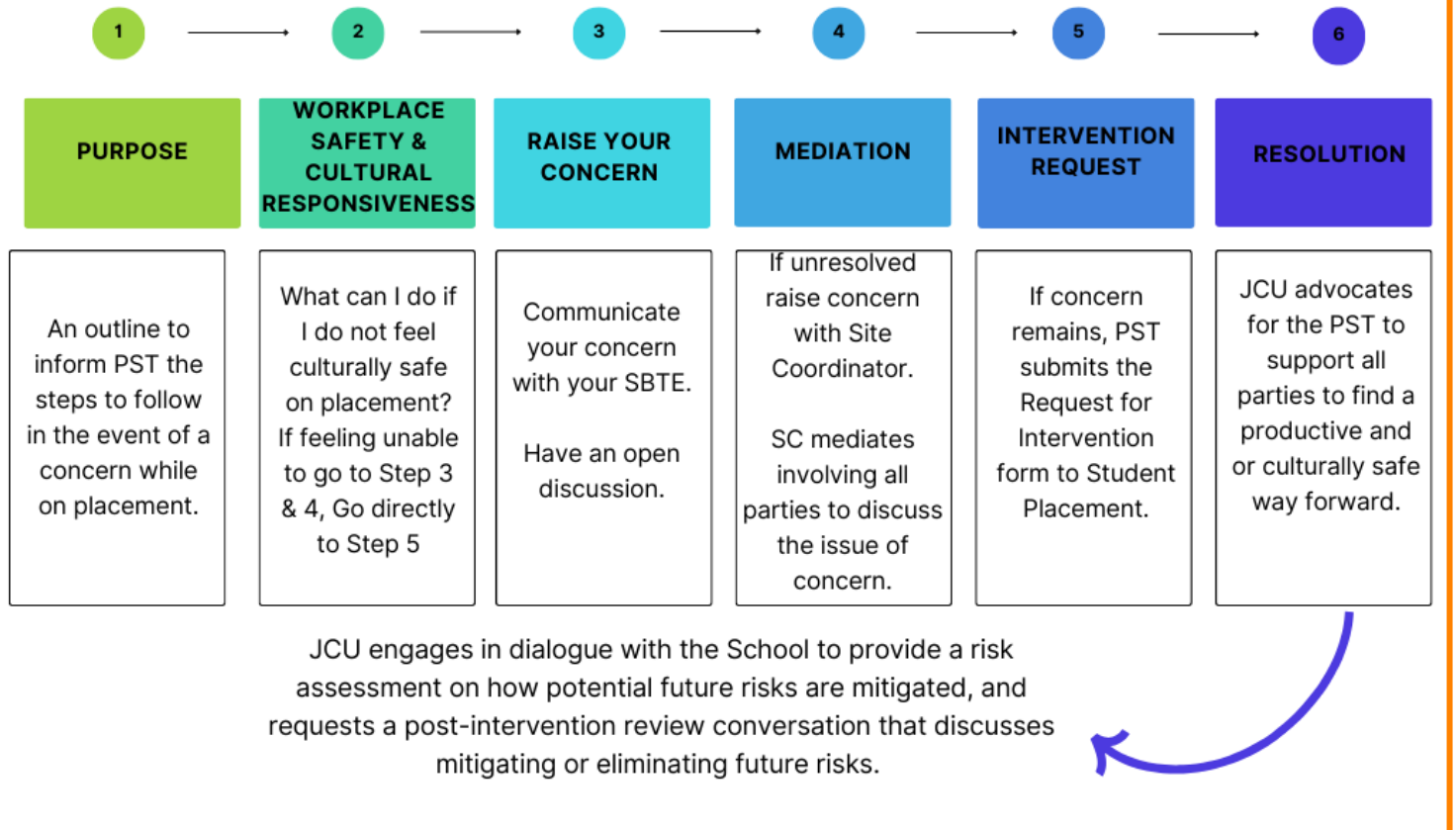
[Wednesday 6th May !\[\]\(e7333b044f927d371647bc5699c46b55_img.jpg\)](#)

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

Preservice Teacher Request for Intervention

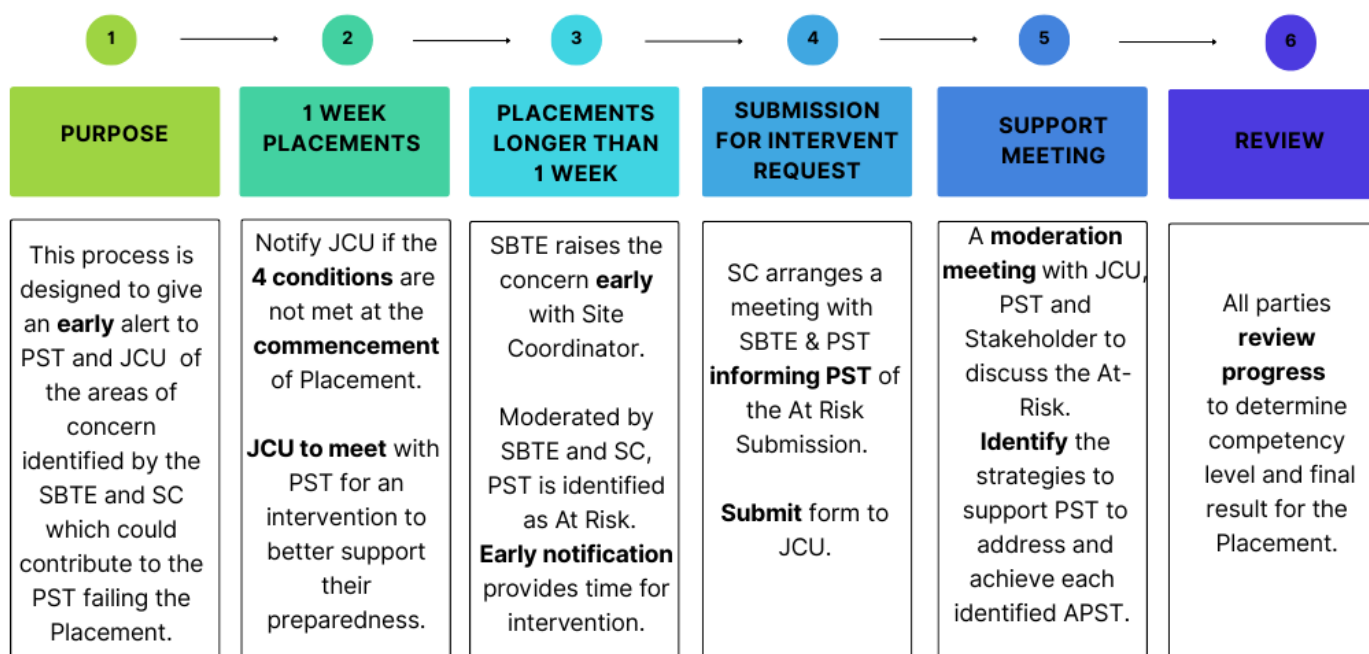
The "Intervention Notification" is designed solely for PST use to trigger a response from the Student Placements Team to the PST submitting the notification. **The form is available on the LearnJCU Professional Experience Community Site.**

Guidelines for the Preservice Teacher to Request Intervention



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

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



Placement Conditions

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

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

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

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

On receipt of the At-Risk Notification Report

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

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

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

When to Submit an At-Risk Notification Report

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

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

2 Week Placement

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

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

Section 3

Assessment Details

An overview of all assessment requirements

ASSESSMENT MODERATION

Has the Preservice Teacher shown sufficient evidence of a deep interest in learning and in developing their professional knowledge, practice & professional literacies?

Provide descriptive feedback to guide the Preservice Teacher's professional development

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

Site Coordinator submits Report to Student Placement Team

ED2491 - 5 DAYS

Assessed using Professional Experience Formative Report



PST organises a time with SBTE to discuss development & Evidence-Based Portfolio

CONSIDERATIONS

Evidence of demonstrating assessed APST is through **Practice**,

Evidence-Based **Portfolio** and Professional **Reflective Dialogue**

Observation of daily engagement & professional literacies

ED2492 - 10 DAYS

Assessed using the Professional Experience Report

Discuss practice and overall evaluation to support planning for the Level 3 Placements



Use PST's Evidence-Based Portfolio to guide Professional Dialogue and Reflective Practice

Assessing Level 2 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	Preservice Teacher Regularly discuss practice and self-appraisal to ensure ongoing development
<ul style="list-style-type: none"> • QCT Evidence Guide for Supervising Teachers ('Engagement' level) • Preservice Teacher's daily engagement • Preservice Teacher's evidence curated in their Evidence-Based Portfolio • Professional dialogue of practice and professional learning during Placement 	<ul style="list-style-type: none"> • Curated evidence of practice using the Evidence-Based Portfolio • Key strengths, areas of concern and suggestions for continued development toward Graduate Level • Specific feedback on the area of specialisation

Success Indicators 2 nd Year	Success Indicators 3 rd Year
Engagement	Engagement
<p>Preservice teachers focus on developing an understanding of students' diverse characteristics to plan engaging learning; enact lesson sequences using explicit teaching, modelling, and scaffolding; collect and use evidence to monitor progress and inform next steps; build pedagogical content knowledge in reading and their specialisation; and commence the implementing of proactive Tier 1 classroom management to create positive, inclusive learning environments.</p>	<p>Preservice teachers focus on using a range of data to inform and appraise their practice. By the end of the third year, preservice teachers demonstrate a stronger reflective thinking by analysing why specific outcomes occurred and articulating the informed reasoning behind these observations. Furthermore, they propose thoughtful, evidence-based strategies for improvement, drawing on their own reflective insights to inform future actions.</p>
<p>Successful demonstration of engagement developing toward Graduate Standard – the Preservice Teacher:</p> <ul style="list-style-type: none"> • with advice and support, is beginning to link/design/source ... • at times with guidance able to ... • is aware of, understands, but still to show application • often requires prompts to seek and reflect ... • has some capacity ... • is occasionally prepared to ... • requires some prompts to take the initiative... 	<p>Successful demonstration of engagement developing toward Graduate Standard – the Preservice Teacher:</p> <ul style="list-style-type: none"> • with minimal advice and support, is able to link/design/source ... • is predominately able to ... • is aware of, understands and attempts to apply ... • requires occasional prompts to seek and reflect ... • has strong capacity ... • is prepared to with guidance ... • often initiates ...

Assessment Ratings

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

By the end of the ED2492 Professional Experience, Preservice Teachers are expected to demonstrate at an Engagement level throughout their practice and Evidence-Based Portfolio:

- **A developing knowledge** and understanding of the implications for the learning of students' physical, cultural, social, linguistic and intellectual characteristics to plan for engagement in learning
- A **developing** practice to enact a sequence of lessons that incorporates the pedagogy of explicit teaching, modelling and scaffolding to respond to the diverse learning needs and strengths of children
- A **developing** practice focused on collecting and using evidence of learning to monitor student progress and guide the next steps in planning. This includes identifying evidence of mastery, understanding the typical learning progression within a subject area, and recognising the core curriculum knowledge required for students to advance.
- A **developing** knowledge of pedagogical content knowledge of the concepts, content and teaching strategies of both teaching areas
- **Developing** the ability to apply evidence-based strategies for teaching literacy and numeracy, informed by an understanding of how these skills are acquired
- **Developing** knowledge and practice in implementing effective proactive Tier 1 classroom management practices, fostering a positive learning environment to engage learners
- Ways to **explore** how to identify support for students' well-being and safety, working within the school and system curriculum and legislative requirements.
- Professional conduct **reflects** QCT Code of Conduct, Professional Boundaries and the school code of conduct.



Evidence-Based Portfolio Assessment Requirement


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

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


EVIDENCE-BASED PORTFOLIO

This infographic outlines the requirements & purpose of the Portfolio.
The curated artefacts to guide reflection and demonstrate evidence of PST's development


PURPOSE

To begin the process of annotating artefacts demonstrating understanding & application of teaching practices
 Provides tangible evidence of practice
Supports subject assessments


DEVELOPMENT

 Start considering the reasons behind your teaching decisions and any challenges, using artefacts to support your reflections

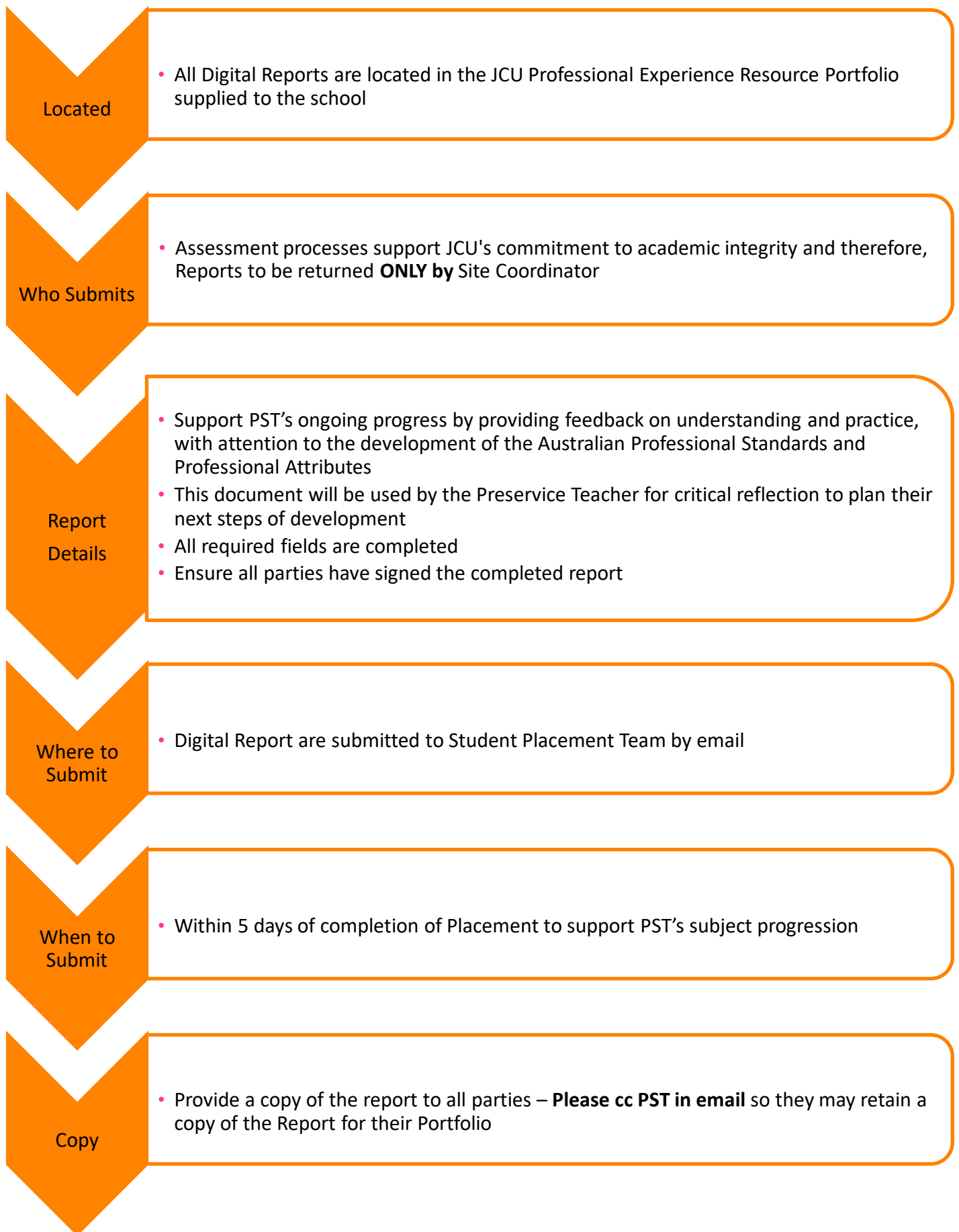
STRUCTURE

 Each 'evidence collection' has an Annotation Cover Sheet.
The selected annotated artefacts should demonstrate a range of relevant Standard descriptors, indicating the context of the chosen artefact

REQUIREMENT

Start gathering and briefly noting evidence of you demonstrating the APSTs for your Portfolio from day 1
 Use the required artefacts to capture the behind-the-scenes aspects of teaching to record your understanding of practice

Submission of Reports



Section 4

Individual Placement Details

What to do during each of the designated Placements

Level 2 Planning and Teaching Focus

Level 2 of the program has Preservice Teachers engaging with the Evidence-Informed Teaching Cycle (PTAR) through weekly placement tasks that involve observing and enacting the reflective teaching process. They begin by collecting data to analyse learner readiness (**learner profiles**) and factors influencing engagement and achievement, while examining classroom features that prevent misbehaviour and planning for a safe, supportive environment that maximises student learning. In addition, Preservice Teachers assess learning outcomes to evaluate the effectiveness of their planned instruction, make informed decisions for next-step learning and progression, and critically reflect on these decisions to refine their practice and strengthen future planning and student learning.



1st Level 2 Placement
ED2491 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED2491

This infographic explains the overarching goals for the ED2491 Placement

GOAL 1

Evaluate lesson designs and pedagogies by drawing on the teaching and learning cycle



GOAL 2

Observe how planned differentiated teaching and learning, caters for the diverse needs of students



GOAL 3

Apply classroom routines & procedures to create a safe, supportive learning environment. Reflect on how these practices help students stay engaged & achieve learning



GOAL 4

Reflect on teacher well-being, in particular ethical dimensions of professional practice and resilience



DAY 1

Expectations dialogue

Begin Class and Student Profiles



Recording Classroom Management Observation



DAY 2

Complete Student Engagement & Teaching Strategy Observations



Planning Discussion Professional Conversation

DAY 3

Targeted Classroom Observation

Lesson Structure Observations



Planning decisions informed by observations A, B, C

DAY 4

Deliver teacher-directed lesson



Evidence of learner progression – the assessed learning Analysis of Learning

DAY 5

Professional Conversation Next Step Planning Suggestions based on Analysis of Learning



Complete coursework observation templates



ED2491 OVERVIEW

Summary of Evidence

A summary of the evidence required for ED2491 Assessment Task 3

Please ensure that you have collected the information and documents outlined below, as each item is **essential to the completion** of Assessment Task 3 in this subject. All evidence must be collected from the same class/teaching area e.g. Year 9 Science or Year 7 HASS

Summary of Evidence Chart		
When to collect	De- identified Evidence required	Purpose
<p>You will collect this data when you complete Appendix A</p>	<p>Decisions for Intended, enacted and assessed Learning Whole Class Profile (Template)</p> <ul style="list-style-type: none"> • Class size and gender composition • Preliminary grouping of class into levels of learning readiness considering: <ul style="list-style-type: none"> ➢ Your own observations of engagement ➢ Term 1 level of achievement for English, Math, Science & HASS for all students ➢ Demonstrated achievement levels in literacy and numeracy ➢ Inclusion/participation needs (e.g. whether or not the student is working from an ICP and at which curriculum year level) • Behaviour (e.g., observations, conversations with SBTE) • Observations of student engagement • Family background • Home access to computer and internet 	<p>You will include this profile in Assessment Item 3 Part A.</p> <p>Part A asks you to draw on data from your class to inform planning and teaching decisions for the lesson you will teach during Profex, and that forms the focus of your evaluation in AT3.</p>
<p>You will collect this data when you complete Appendix B</p>	<p>Decisions for Intended, enacted and assessed Learning Learner Profiles (Template)</p> <ul style="list-style-type: none"> • At least 3 profiles representative of your preliminary learning readiness grouping as noted in your whole class profile: <ul style="list-style-type: none"> ➢ 1 student profile representing students currently working below the expected standard in 1 class of either of your teaching areas ➢ 1 student profile representing students currently working at the expected standard in 1 class of either of your teaching areas ➢ 1 student profile representing students currently working above the expected level in 1 class in either of your teaching areas 	<p>You will include these profiles in Assessment Task 3 Part A.</p> <p>Part A asks you to draw on data from your class to inform planning and teaching decisions for the lesson you will teach during Profex, and that forms the focus of your evaluation in AT3.</p> <p>In particular, the preliminary grouping by learning readiness, along with the profiles of students in each group, will inform differentiation decisions during the lesson.</p>

<p>You will collect this data when you complete Appendix C</p>	<p>Decisions for Intended, enacted and assessed Learning Classroom Observations</p> <ul style="list-style-type: none"> • Classroom Management • Lesson Structure • Teaching Strategies • Indicators of Student Engagement 	<p>These observations will support your planning a lesson on Day 4 of the Placement</p>
<p>You will collect this data when you complete Appendix D</p>	<p>Classroom Environment that supports Learning</p> <ul style="list-style-type: none"> • Tier 1 Learning Environment Plan 	<p>You will develop this plan prior to the Placement as part of Assessment Item 2</p> <p>You will enact the plan during your Day 4 lesson</p> <p>You will analyse this enactment in Assessment Item 3 Part B</p>
<p>You will collect this data A, B, C, D To inform your decisions to plan and teach your Day 4 Lesson using Appendix E</p>	<ul style="list-style-type: none"> • Informed by the analysis of A, B, C, D • One lesson plan demonstrating a teacher-directed learning approach including differentiation in order to meet learner needs 	<p>You will include this lesson plan in Assessment Task 3 Part A.</p> <p>You will evaluate your lesson plan in Part A.</p>
<p>You will collect this data when you plan and teach your lesson</p>	<ul style="list-style-type: none"> • De-identified student work samples demonstrating learning in response to the learning intent of the above lesson and aligned with the success criteria for the lesson. • Collect at least three samples representative of student performances (1) at standard, (2) below standard, and (3) above standard 	<p>You will include a summary of your analysis of these work samples in Assessment Task 3 Part A. This analysis will inform the evaluation of your lesson plan in Assessment Task 3 Part A and the proposal of the next-step learning that will be the focus of a follow-up lesson planned with a student-centred approach and submitted for Assessment Task 3 Part A.</p> <p>Provide task-level feedback for/on each work sample that identifies key features of an acceptable performance of learning and where they can be extended Assessment Item 3 Part A</p>

NOTE: Ensure your **Ethical Collection of Data about Learners:** Cover Sheet for data collected about learners is signed and submitted with **Assessment Task 3.**

ED2491 Learning Tasks in Detail

Teaching & Learning Cycle – PTAR

You are required to collate and curate the following artefacts from your Professional Experience focus class.

The following are required as appendices to inform and be **included** with your submission of ED2491 Assessment Task 3.

Whole class description [see **Appendix A**] Completed Days 1 & 2

Three individual learner profiles [see **Appendix B**] Completed Days 1, 2, 3)

Classroom Observations [see **Appendix C**], Classroom Management Day 1, Teaching Strategies & Student Engagement Day 2, & Lesson Structure

Day 3 Classroom Behaviour reflection [see **Appendix G**]

Tier 1 Learning Environment Plan [see **Appendix D**]

These observations and data recording sheets are to support your planning and preparation to teach a lesson

	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
Day 1	Engage in a professional expectations dialogue with SBTE and discuss both ED2491 Placement Goals & your personal goals	PST provides incidental support to student learning (individual and small groups)	Observe and record effective rules, routines, and cues that foster learning habits that prompt students to respond quickly to instructions, reducing wasted learning time APST 4.1	Co-reflect with SBTE about your observations of how class routines and procedures supported student well-being and student safety preventing misbehaviour
Targeted Observation & Reflection	Discuss with SBTE your Philosophy of how to engage all learners for learning	PST take the initiative to know learners and contribute to their learning and engagement	Complete classroom observation Appendix C Recording Sheet for Classroom Management, effective Core content in template	Co-reflect upon the observations from the Classroom Management Recording Sheet to identify an incident or pattern of behaviour to focus on for the Behaviour Reflection Sheet Appendix G
Ensure you are collecting required Artefacts of ED2491 Assessment Tasks	<p>Professional Planning Dialogue</p> <ul style="list-style-type: none"> teacher-directed scaffolding approaches to learning how SBTE works towards alignment of intended, enacted and assessed learning in the classroom what decisions are considered when planning a lesson <p>Discuss with PST the delivered teacher-directed lesson to be planned in alignment with the weekly overview and taught on Day 4</p> <p>Identify the intended learning outcomes for the day 4 lesson</p>	<p>The analysis of the Appendices ABC and review of D (completed before placement) Assessment Item 2 will inform you of your planning decisions for your lesson on Day 4</p> <p>A whole class B – learner profiles C – Observations (4)</p>	<p>Begin ethically & confidentially developing 3 student Individual Learner Profiles (Appendix B) demonstrating learning readiness currently ‘below’, at ‘above’ achievement Standards APST 1.1</p> <p>Ethically & confidentially begin to develop a whole class description Appendix A showing evidence of learning</p>	<p>Co-reflect with SBTE about initial observation of readiness for learning</p> <p>Co-reflect upon observations of the alignment of the intended, enacted and assessed learning</p>

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by collected artefacts

Ethical and confidential use of Data - what school or system approaches are used that provide appropriate measures to ensure that databases (including interactive data, e.g., Dojo) are secure and confidential? What is the SBTE’s approach to supporting and planning for learner diversity within the class? What strategies promote and support diversity and cultural awareness? **APST 2.4**

Day	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
Day 2 Targeted Observation & Reflection Ensure you are collecting required Artefacts of ED2491 Assessment Tasks	<p>SBTE model planning and development of enacted learning to structure a lesson – including the sequencing of content and transition between the stages APST 2.2</p> <p>Discuss and guide PST in developing the progression/continuum for assessing learning, including learner needs – particularly in literacy and numeracy and inclusive participation and engagement APST 2.5</p> <p>Discuss features/characteristics of the classroom environment, including the role of high-quality instruction, that can proactively support the prevention of misbehaviour</p> <p>Continue to discuss and prepare PST to deliver a teacher-directed lesson to be planned and taught on Day 4 in light of PST’s analysis and co-reflection of</p> <ul style="list-style-type: none"> classroom management student engagement observed teaching strategies 	<p>SBTE model teaching strategies, particularly in literacy and numeracy, to support learners’ needs and strengths</p> <p>Observe how the classroom environment promotes respect and inclusion. Consider how the teacher uses language and interactions to affirm diversity, encourages all students to participate, and values individual contributions. APST 1.6</p> <p>SBTE model differentiated teaching strategies catering to the needs of targeted students APST 1.5</p> <p>PST - Observe and record response teaching strategies and how the 3 focus students engaged in learning and interacted with their peers Appendix C Recording Sheet for Teaching Strategies APST 1.3 3.3</p> <p>SBTE model proactive approaches to manage behaviour to support inclusive participation and engagement</p> <p>PST provides incidental support to student learning (individual and small groups)</p> <p>PST take the initiative to get to know learners and contribute to their learning and engagement</p>	<p>Observe and record teaching strategies, particularly in literacy and numeracy and inclusive participation strategies</p> <p>Collect and gather evidence of learner progression (where the student is at now) in relation to the learning intention– the assessed learning</p> <p>Review and ethically select data and evidence of strategies to support inclusive participation, engagement, well-being and safety</p> <p>Continue to develop 3 student Individual Learner Profiles (Appendix B), demonstrating learning readiness currently ‘below’ ‘at’ ‘above’ achievement standards</p> <p>Complete Student Engagement Observation Appendix C</p>	<p>Analyse the learning to determine the student’s gap between current and intended level of performance</p> <p>Co-reflect on a lesson and its progression from one step to the next and how it achieved the lesson outcomes APST 5.4</p> <p>Co-reflect with SBTE concerning your observations of teaching strategies and how they supported learners’ needs and strengths and inclusive participation and engagement</p> <p>Co-reflect with SBTE concerning your observations of how 3 focus students respectfully and collegially interacted with their peers for learning APST 1.6</p>

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by collected artefacts

Think about the correlation between establishing class routines and procedures and establishing a safe and supportive learning environment—how does this support learning? What strategies, challenges and explicit teaching are effective to establish rules and routines, or cues that are focused on creating learning habits that encourage students to respond quickly to instructions to reduce wasted learning time? **APST 1.2**

Discuss how teachers might be challenged to uphold the teaching code of ethics in complex classroom situations, and how demonstrating these principles helps model professionalism for students. **APST 7.1**

As the teaching landscape changes, what strategies do they implement to protect their well-being and resilience, given the complexity of these changes? **Assessment Item 3**

	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
<p>Day 3</p> <p>Targeted Observation</p> <p>Analysis & Planning</p> <p>Ensure you are collecting required Artefacts of ED2491 Assessment Tasks</p>	<p>SBTE model planning and the development of the structure of a lesson to include learner needs – differentiation for literacy and numeracy</p> <p>Learning focus and an aligned teacher-centred teaching strategy for the lesson to be taught</p> <p>Discuss learner progression to support PST to plan the draft lesson based on intended learning, learner needs, and assessed learning, ensuring that the planned content description meaningfully aligns with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority, where appropriate APST 1.1, 2.2, 2.4</p> <p>Final discussion and preparation for PST to deliver a teacher-directed lesson to be planned and taught on Day 4 in light of PST’s analysis and co-reflection of</p> <ul style="list-style-type: none"> student engagement observed teaching differentiated strategies lesson structure learning plan environment <p>PST designs a plan of intended learning, aligned with the weekly overview, uses the Lesson Plan Template (Appendix E), and makes decisions informed by the template analysis of Appendices A, B, C, and the reviewed Appendix D.</p> <p>These considerations will help PST in creating a classroom supportive of learning</p>	<p>SBTE model strategies to support inclusive student participation and engagement in classroom activities</p> <p>SBTE model teaching strategies for learners to gain new skills using clear worked examples, and the gradual removal of scaffolded practice as students gain proficiency APST 3.3</p> <p>Observe STBE’s lesson transition – complete Appendix C Recording Sheet for Lesson Structure APST 2.2</p> <p>Provide incidental support to student learning (individual and small groups)</p> <p>Take the initiative to know learners and contribute to their learning and engagement</p>	<p>Complete 3 student Individual Learner profiles (Appendix B) demonstrating learning readiness currently ‘below’, at ‘above’ achievement standards</p> <p>Observe and record differentiated teaching strategies and how the three students engaged in learning and interacted with their peers</p> <p>Collect and gather evidence of learner progression – the assessed learning APST 5.1</p> <p>Observe how SBTE provides immediate, specific feedback linked to the learning intention and success criteria. Record when and how feedback was given, noting student responses APST 5.2</p> <p>Refine the Whole class profile</p>	<p>Co-reflect strategies to create and sustain a positive learning environment</p> <p>Co-reflect with SBTE on your observations of the planned differentiated teaching strategies and how they supported learner needs and strengths and inclusive participation and engagement</p> <p>Co-reflect on an observed SBTE’s lesson using your completed Recording Sheet for Lesson Structure</p> <p>Discuss lesson transition strategies and techniques that the teacher uses with whole class as well as with individuals or small groups</p> <p>Reflect with your SBTE on whether the timing and feedback given to students supported learning or needed adjustment</p> <p>Review Appendix D – Tier 1 Learning Environment Plan to support you foster a safe and supportive learning environment – utilise information on observed patterns of behaviour, whole class and learner profiles</p>

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by collected artefacts

Are student engagement, academic self-efficacy and motivation predictors of academic performance? What whole-school or classroom-specific strategies support students' well-being and safety, as well as strategies to develop and build students' resilience?

	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
<p>Day 4</p> <p>Enactment of Lesson & Reflective Practice</p> <p>Ensure you are collecting required Artefacts of ED2491 Assessment Tasks</p>	<p>SBTE continue to model planning and the development of the structure of a lesson to include strategies that reflect a positive classroom environment to support student learning</p> <p>When planning your lesson, implement Tomlinson’s differentiation strategies to address the specific, diverse learning needs of students currently performing at different levels. APS 1.5</p> <p>Discuss your justification of your approach with SBTE by identifying the specific strategies you will use (e.g., content, process, product, or learning environment differentiation) and explaining the intention of the strategies to support engagement and progression for all learners. Assessment Item 3</p>	<p>SBTE model differentiated teaching strategies, developing students’ engagement in learning</p> <p>PST enact the planned teacher-directed lesson</p>	<p>PST collects and gathers evidence of learner progression during the taught lesson – the assessed learning</p> <p>Provide task-level feedback to students during or immediately after the lesson, linked to the learning intention and success criteria - Focus on how to improve or extend learning APST 5.2</p>	<p>PST to individually analyse evidence of learning to identify suggestions for the next-step learning, considering whether students have achieved the lesson’s success criteria or if the content/skill needs to be reviewed/retaught</p> <p>Prepare the above analysis Appendix F (Analysis of Learning) for Day 5 co-discussion planning</p> <p>Co-reflect upon the use of classroom management to support student learning during the taught lesson</p> <p>Complete Reflection on Classroom Behaviour Management Appendix G Assessment Item 3 Part 3</p>
<p>Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by collected artefacts</p>				
<p>Discuss the difference between planning for student engagement as an ongoing process of learning, rather than viewing producing a lesson plan as the final product. What are the challenges and rewards of teacher-centred learning pedagogies, particularly when students engage in ‘active’ learning processes?</p>				

	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
<p>Day 5</p> <p>Next Step Planning</p> <p>Ensure you are collecting required Artefacts of ED2491 Assessment Tasks</p>	<p>SBTE models planning and development of the structure of a lesson and its progression from one step to the next to achieve lesson outcomes, including learner needs, and demonstrates how this lesson fits within a broader sequence of lessons to ensure continuity and cumulative learning APST 3.2</p> <p>PST</p> <ol style="list-style-type: none"> 1. Present analysis of assessed learning to SBTE (Appendix F) APST 5.4 2. Propose the next step learning, for example, revise, consolidate or extend knowledge and/or skills and learning goals for focus students APS 3.1 3. Discuss with SBTE suggestions to ethically regain classroom management after disruptions, ensuring dignity and respect for all learners 4. Record/document SBTE's feedback Assessment Item 3 <p>SBTE</p> <p>Discuss & provide feedback on the effectiveness of PST's suggestions for the next step in learning</p>	<p>Continue to provide incidental support to student learning (individual and small groups)</p>	<p>Reflect with your SBTE on how you used assessment tools to monitor learning during this placement and identify specific strategies you will apply in your next placement to strengthen assessment practices and provide purposeful feedback.</p>	<p>Seek feedback from SBTE regarding the enacted teacher-directed lesson, considering the layers of planning:</p> <ul style="list-style-type: none"> • Engagement of learning: how PST planned to cater for learner readiness • Appropriate learning behaviours: how PST considered and implemented practices in preventing misbehaviour and/or disengagement, including the role of high-quality instruction as a proactive practice • Individual lesson: Was the procedure effective? • Lesson as part of a sequence: How did it connect to prior and future learning? • Broader view: How did PST know learning occurred, and what evidence supported this? <p>Co-reflect upon achieved ED2491 Placement Goals and Professional Experience using the portfolio with SBTE</p> <p>Revisit your Philosophy of how to engage all learners for learning in light of your observations and new learnings</p> <p>Completion of the Ethical Collection of Data about Learners Report is signed by PST & SBTE</p> <p>Submitted with ED2491 Assessment Task 3</p>

ED2491 Evidence-Based Portfolio

The Preservice Teacher will **discuss** with the Site-Based Teacher the required assessment artefacts, either prior to or on the first day of the Professional Experience Phase.

PST will require the Annotation Cover Sheet

Structure	Suggested Artefacts for inclusion
Professional Identity	Reflect on what it means to truly engage learners in the learning process. Consider how your philosophy shapes strategies that foster curiosity, active participation, and inclusion for every learner and share with the SBTE at the commencement of the Placement
Planning effectively	<p>Understanding Learners</p> <ul style="list-style-type: none"> • Whole class profile [Appendix A] APST 1.1, 1.3, 1.6 • 3 learner profiles annotated how gathered knowledge of needs may affect learning and where differentiation may be required [Appendix B] APST 1.1, 1.3, 1.5 <p>Understanding Planning</p> <ul style="list-style-type: none"> • Observation notes detailing a range of differentiated teaching and learning strategies enacted to support and engage all learners [Appendix C Learning Strategies] APST 1.5 • Observation notes of SBTE's lesson structure and the organisation of content [Appendix C Lesson Structure] APST 2.2 • PST's lesson plan [Appendix E] APST 2.2, 2.4, • Documented notes from SBTE's lesson plan feedback APST 6.3
Teaching effectively	<p>Understanding Teaching</p> <ul style="list-style-type: none"> • Observation notes of differentiated teaching strategies with attention on literacy and numeracy, including resources customised or created by the SBTE, to facilitate student learning through differentiated strategies [Appendix C Learning Strategies] APST 2.5, 3.3 • Reflection notes on own teaching strategies to facilitate student learning, including the use of appropriate vocabulary to support learners develop conceptual knowledge [Appendix G] APST 3.3 • Documentation of SBTE feedback on PST's effectiveness for suggestions concerning next step learning Assessment Task 3 APST 6.3
Managing effectively	<p>Understanding Positive Learning Environments</p> <ul style="list-style-type: none"> • Records of classroom routines and procedures to support inclusive participation, engagement well-being and safety [Appendix C - Classroom management] APST 4.1 • Observation notes and analysis of strategies to create and sustain a positive learning environment to support student engagement [Appendix G Classroom behaviour reflection] APST 4.1 • Techniques to establish a positive learning environment to engage learners [Appendix D Tier 1 Learning Environment Plan] APST 4.2
Assessing	<p>Understanding feedback and checking for understanding</p> <ul style="list-style-type: none"> • Observation notes on how SBTE provides purposed feedback to support learner progression APST 5.2 • Student examples from focus students to identify assessed learning and next step learning suggestions [Appendix F Analysis of Learning] APST 5.1, 5.4
Professional Conduct	<p>Demonstrating professional conduct</p> <ul style="list-style-type: none"> • Seeks formative feedback to plan for next phase of placement APST 6.3 • <u>Ethical Collection of Data about Learners Report</u> APST 7.1
Reflective Practice	<p>Your reflection will be discussed upon your return to Coursework</p> <ul style="list-style-type: none"> • Focus on planning and teaching learners with diverse needs and strengths, with particular attention to literacy and numeracy, which impact their readiness to learn • Focus on an effectively planned procedure of a lesson upon intended curriculum outcomes/ learning intentions/student learning • Focus on the broader view of planning beyond a finished product and as an iterative process of engaging learners in learning • Reflection notes on own resilience and understanding of the values of the QCT Code of Ethics

Ensure you have your Portfolio when attending Professional Experience Workshops

ED2491 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. The Digital Report must be submitted to the Student Placement Team via email at placements@jcu.edu.au. The Report is due within 5 days of Placement completion to support Preservice Teachers' subject progression.

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

Preservice Teacher:			Student ID
JCU Partnership School:			
SBTE/s: Names:			
Teaching Areas:	Teaching Area 1 (Junior Curriculum)	Teaching Area 2 (Junior Curriculum)	
Subject & Year Levels:			

Completed 5 Consecutive Days		from	/	/	to	/	/
Compiled and discussed Evidence-Based Portfolio							
Constructive feedback will support the PST in planning their next phase of Placement, building upon the enactment of the teaching and learning cycle.							
<i>How did the PST consider the learner to plan to learn? How did they reflect upon their observations to make planning decisions?</i>							
<i>How did the PST consider the need for differentiated teaching strategies, with attention to literacy and numeracy, including resources customised or created by the SBTE, to facilitate student learning? How did the PST's choices of teaching strategies facilitate student learning?</i>							
<i>Consider how the PST explored classroom management to support and foster engagement and achievement.</i>							

Is the PST receiving constructive feedback in a positive and professional manner?

Suggested elements of focus for next Placement.

Preservice Teacher's name

Signature

Supervising Teacher's name

Signature

Site Coordinator's name

Signature

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2nd Level 2 Placement

ED2492 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED2492

This infographic explains the overarching goals for the ED2492 Placement

GOAL 1

Draw on the teaching & learning cycle, developing pedagogical content knowledge & understanding of the decisions made when planning for effective learning



GOAL 2

Begin developing agency & responsibility in building knowledge and skills in planning, sequencing, & teaching content and tasks. Ensure tasks become increasingly challenging & incorporate strategies such as spacing and retrieval practice

GOAL 3

Develop an understanding of a range of assessment practices



GOAL 4

Continue to build a repertoire of learning & teaching strategies in their teaching areas, including strategies for safe, responsible and ethical use of ICT across the curriculum



FRAMEWORK

Preservice Teachers to be exposed to SBTE modelling, access to and engagement with curriculum documents, pedagogical decision-making, and effective learning and teaching for both teaching areas across the junior curriculum

DAY 1 & 2

Guided planning discussion - 3 lessons per teaching area



Observe and record discipline-specific teaching strategies

Learner Readiness gathering Learner profiles



DAY 3 & 4

Record formative assessment strategies
Observe strategies to re-engage learners and support positive behaviours of learning



Guided co-planning & co-teaching 6 lessons - GRR for PST to independently teach 1 of the co-planned lessons per teaching area

DAY 5



Guided planning discussion for Week 2 lesson

Gather evidence of learning to identify where students are in their learning, and help them understand the progression of skills needed to attain mastery

WEEK 2

Independently Plan & Teach
3 Sequenced Lessons - per teaching area
Co-reflect upon intended, enacted & assessed learning to inform next lesson



ED2492 OVERVIEW

ED2492 Learning Tasks in Detail


Preservice Teachers will be exposed to the SBTE modelling **access to** and **engagement with** junior curriculum documents, pedagogical decision-making, and effective learning and teaching across both teaching areas

The placement provides opportunity for the SBTE to model the navigation of Pedagogical Curriculum knowledge (PCK)

	Intended Learning – Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve Student Learning – Reflect
Day 1 Observation & Planning Discussion	<p>Engage in a professional expectations dialogue with SBTE and discuss ED2492 Placement Goals</p> <p>Discuss with SBTE your teaching Philosophy that will inform your pedagogical approach</p> <p>Update returning PST (or familiarise new PST) of new students, routines and procedures supporting the positive classroom environment</p> <p>SBTE discuss and share with PST the current unit of learning for PST to complete placement goals of planning a sequence of individual lessons</p> <ul style="list-style-type: none"> • relevant curricular resources, e.g., Scootle or previous units of work • unit plan/weekly overview/assessment tasks for Term 3 <p>SBTE discuss with PST how lesson content & skills are built and sequenced to connect to prior knowledge</p> <p>SBTE share reliable unit resources and how to source additional support material with PST for teaching the subject area</p>	<p>Model subject-specific pedagogy - high-impact teaching strategies</p> <p>Observe how SBTE incorporates spacing in learning and retrieval practices, with students actively recalling information Spacing & Retrieval Template</p> <p>Observe and record the strategies for teaching the literacy and numeracy demands of the teaching area</p> <p>PST take the initiative to understand learners and contribute to their learning and engagement APST 1.1</p>	<p>Observe approaches and strategies – e.g., <i>routines, expectations, transition routines, explicit teaching of positive learning behaviours, active supervision, learner readiness, communications, active supervision</i> to engage and support student participation and engagement APST 4.1 Classroom Management Observation Template</p> <p>Observe and record subject-specific strategies – Subject-Specific Teaching Pedagogy Template</p> <p>Ethically & confidentially REVIEW or DEVELOP 3 student Individual Learner profiles demonstrating learning readiness of ‘below’ , at ‘above’ achievement standards representative of current performance APST 7.1</p>	<p>Co-reflect on your understanding of how discipline-specific teaching strategies and/or strategies for engaging and motivating learners support student learning</p> <p>Discussion of applicable pedagogy for teaching subject-specific content</p> <p>Co-reflect upon the strategies that incorporated spacing and retrieval practice, which helped students retrieve past learning and consolidate it in long-term memory</p> <p>Discuss observed lesson transition strategies and techniques used with the whole class and small groups, identifying the underlying pedagogical purpose and how these strategies influenced student engagement and learning</p>

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by Evidence-Based Portfolio annotated artefacts

Student well-being and safety: Discuss the conditions that contribute to an environment in which students feel safe. How do you manage your classroom, including physical and social/emotional considerations, to create a safe and productive learning environment?

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve Student Learning – Reflect
<p>Day 2</p> <p>Planning Considerations</p> <p>Supporting PST to engage with and navigate Curriculum Documents</p>	<p>Discuss the term’s intended unit plan/weekly overview, formative and summative assessment, in preparation for planning 3 lessons per teaching area</p> <p>Guided co-planning discussion with PST to support the planning of 3 lessons per teaching area across junior curriculum subjects - <i>(address the use of digital literacy and safe ICT practices)</i> APST 4.5</p> <p>Draw PST’s attention to the constructive alignment of content, curriculum-aligned learning objectives, pedagogy and assessment, and the sequence of lessons APST 2.3</p> <p>Model access and engagement with curriculum documents and navigation of Pedagogical Curriculum knowledge</p> <p>PST independently writes up lesson plans for SBTE feedback and planned enactment Days 3-5 (dependent on timetable)</p> <p>Discuss the positive behaviours for learning plans with Tier 1 universal approaches to engage learners and corrective feedback strategies APST 4.2 Discussion Template</p>	<p>SBTE model differentiated teaching strategies supporting student engagement in learning APST 1.5 Differentiated Analysis Template</p> <p>Model the integration of digital literacies and how the content relates to the appropriate level of digital literacy learning continuum</p> <p>(Understanding of ‘Text’ built upon ED1421 knowledge of text)</p> <p>Model constructive feedback to support learning progression APST 5.2</p> <p>SBTE guides PST in the co/team teaching of planned lessons (dependent on timetable for the week)</p> <p>Model corrective feedback strategies/language to re-engage students</p> <p>PST take the initiative to understand learners and contribute to their learning and engagement APST 1.1</p>	<p>Observe and record differentiated subject-specific strategies that support inclusive participation, engagement</p> <p>Observe how integration of digital literacies supported learning  General Capabilities: Digital Literacy</p> <p>Observe the strategies/tasks to retrieve learnt knowledge and consolidate new learning Spacing & Retrieval Template</p> <p>Collect and gather evidence of learner progression towards mastery – the assessed learning APST 5.4</p> <p>Continue developing 3 student Learner profiles to inform planning and teaching decisions APST 1.1, 1.3 Learner Profile and Annotation Cover Sheet</p>	<p>Co-reflect on your understanding of how discipline-specific teaching strategies were differentiated to support the diverse needs Analysis Template</p> <p>Co-reflect on how lessons build on each other, meeting students at their current level, and support consolidation of knowledge in long-term memory</p> <p>Analyse how the contributions of digital literacies support a range of differentiated learning opportunities for diverse students</p> <p>Co-reflect upon the thinking and decision-making concerning how best to achieve the educational outcomes intended for the current unit of work</p> <p>Co-reflect on observed preventative approaches and strategies, developing positive learning behaviour</p>

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by Evidence-Based Portfolio annotated artefacts

How digital literacy supports a range of differentiated learning opportunities for diverse students. How do you face the challenge of supporting students in safe, responsible, and ethical practices? The role of digital literacy in teaching, learning and assessment and how it promotes critical and creative thinking skills. How to enhance subject learning and success with Digital Literacies? How effective is the integration of digital literacy in introducing, reinforcing, enriching, assessing, and supporting diverse needs to engage in learning and meet learning outcomes? In what ways does the SBTE utilise digital literacies for subject-specific purposes? How can the learning area be used to encourage students to be digitally literate citizens?

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve Student Learning – Reflect
<p>Day 3</p> <p>Planning Teaching</p>	<p>Review planned lesson plans and PST adjusts according to feedback concerning the constructive alignment of content, Pedagogical Curriculum knowledge (PCK) and assessment</p> <p>Continue the guided co-planning discussion with PST to support the planning of 3 lessons per teaching area across junior curriculum subjects – Planning Template</p> <p>Co-plan & model considerations and discussion to support PST to plan independently APST 2.1</p> <p>Ways to purposefully and appropriately incorporate CC and GC specific to the content – referring to the specific element and level description</p> <ul style="list-style-type: none"> • Backward mapping from the assessment • supporting key intent of the lesson is aligned with either formative or summative • Phases of learning in a lesson (call upon prior knowledge from ED2491) • Timing of lesson and completion of learning outcomes/experiences/tasks (realistic timing in the context of the class) • strategies that incorporate spacing and retrieval practice, build upon each other, meet students where they are in their learning and help students retrieve past learning and consolidate it in long-term memory • Recognise that the unit of work sits in a broader context in terms of learning content to ensure learner readiness for the planned content <p>Discuss planning differentiated strategies for the diverse learners with attention to the 3 focus students based upon the collected and analysed student profiles</p> <p>PST independently writes up co-planned lessons for review and feedback</p>	<p>SBTE guides PST in the co/team teaching of planned lessons (dependent on the timetable lesson for the week)</p> <p>SBTE model how key concepts are identified and emphasised throughout the lesson</p> <p>Observe approaches used to represent content in different ways to engage and motivate learners</p> <p>Model differentiated teaching strategies and formative assessment strategies within a lesson checking for understanding and supporting the progression of learning APST 1.5</p> <p>Document the SBTE’s use and range of subject-specific pedagogical strategies APST 3.3</p>	<p>Observe SBTE’s feedback strategies to support student learning, help them understand the progression of skills needed to attain mastery Feedback Template</p> <p>Observe and record formative assessment strategies, evidence of learner progression - assessed learning APST 5.1</p> <p>Begin collecting evidence of assessment (formative and summative) in the forms of assessment tasks, observation and de-identified student work for both learning areas - Assessment Item 3</p>	<p>Co-analyse evidence of learning to identify suggestions for next step planning for learning</p> <p>Support PST to identify where learners are in terms of content knowledge and engagement</p> <p>Co-reflect upon the multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills</p> <p>Use evidence of assessed learning to co-reflect upon the differentiated formative assessment strategies and how they supported learner needs and strengths</p> <p>Co-reflect on the rationale behind these strategies and reflect on how they can be adapted for your own teaching practice</p> <p>Begin analysing 3 focus student profile data to address planning needs to engage learners for independently planned lessons</p>
<p>Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by Evidence-Based Portfolio annotated artefacts</p> <p>Assessment to inform teaching - How do you know the student understands a subject-specific concept?</p> <p>Alignment of the teaching, learning and assessment of cognitive processes to support students’ development and mastery of thinking within the learning area context.</p> <p>Co-reflect upon the thinking and decision-making concerning how best to achieve the educational outcomes intended for the current unit of work.</p>				

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve Student Learning
Days 4 & 5 GRR Independent Teaching	<p>Review planned lesson plans, and PST adjusts according to feedback concerning the constructive alignment of content, pedagogy, and assessment</p> <p>Discuss the Week 2 lessons – the content’s logical order, using strategies like spaced practice and retrieval a activities. – Refer to the Spacing & Retrieval Template</p> <p>What strategies can the PST plan to ensure each lesson builds on the previous one in alignment with the unit and weekly overviews</p> <p>SBTE explicitly link the content to ACARA content descriptions and elaborations, and assists PST in navigating curriculum documents, including General Capabilities and Cross Curriculum Priorities specific to content</p> <p>Using profile/class diversity, discuss ways to incorporate Aboriginal and Torres Strait Islander perspectives and inclusive resources that reflect Indigenous cultures and voices into lessons APST 1.3, 1.4</p> <p>Continued preparation for Week 2 independent planning, discuss the process of sequencing lessons and how PST will</p> <ul style="list-style-type: none"> align with the unit assessment and teaching and learning consider decision-making when planning for feedback to support learner progression differentiate teaching for the diverse needs of the class meaningful integration of GC and CCPs, with specific subjects focus on literacy and numeracy teaching strategies, as relevant to the teaching area APST 3.2 consider discipline-specific demands (both conceptual and curricular) APST 2.2 	<p>SBTE guides PST in the co/team teach the co-planned lessons</p> <p>PST independently teach 1 of the co-planned lessons for each teaching area – gradual release of responsibility</p> <p>Model approaches (both in the moment and planned) to check for understanding and provide feedback for learner progression APST 5.1</p> <p>Model strategies to re-engage learners and support positive behaviours of learning</p> <p>Observe appropriateness of language used to develop conceptual understanding APST 3.5</p> <p>Observe how the teacher’s strategies and chosen activities support the intended learning outcomes and success criteria of the lesson Observation Template</p>	<p>Collect and gather evidence of learner progression towards mastery – the assessed learning</p> <p>Observe and record approaches to gauge learner understanding and types of feedback to support learner progression APST 5.1</p> <p>Finalise learner profile collection and analysis to determine learner readiness and individual goals APST 3.1 Annotation Cover Sheet</p> <p>Observe approaches and recognise SBTE’s chosen micro-skills implemented to reengage learners PBL APST 4.1, 4.2</p>	<p>PST reflect upon the independently taught lesson and the alignment of the intended, enacted and the tools and strategies to assess learning – Reflective Practice Template</p> <p>Independently analyse evidence of learning to identify suggestions for next step planning for learning</p> <p>Discuss analysis with SBTE</p> <p>PST seek feedback on taught lessons and discusses PST’s independent Reflective Practice APST 6.3</p> <p>Reflect upon how the types of feedback informed the learner about their progress toward meeting the success criteria</p> <p>Discuss SBTE’s decision for the types and times of feedback was provided and ways to utilise technology to provide feedback</p> <p>Co-reflect on observed approaches and strategies for managing behaviour</p> <p>Co-reflect & discuss PST’s use of behaviour management strategies to re-engage learners</p> <p>Discuss PST’s strengths and weaknesses in their developing Pedagogical Content Knowledge</p> <p>Formative Discussion – Formative Discussion Points</p>

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by Evidence-Based Portfolio annotated artefacts

Meaningful feedback to students – timing and helping a student to feel safe and supported in their learning. How feedback supports student progression and can positively engage with parents/carers with their student’s learning.

**Full engagement of the Planning, Teaching, Assessing and Reflection Cycle
PST implements the independently planned and taught sequence of 6 lessons (3 per teaching area)**

	Intended Learning - Plan	Engaged Learning - Teach	Assessed Learning - Assess	Reflections to improve Student Learning - Reflect
Final Week	<p>PST to independently plan APST 2.2, 2.3, 3.1, 3.2</p> <ul style="list-style-type: none"> • 3 lessons – teaching area 1 (a minimum of 2 lessons in a sequence) • 3 lessons – teaching area 2 (a minimum of 2 lessons in a sequence) Lesson Plan Template <p>The school timetable will determine this. The purpose of a minimum of 2 lessons in a sequence is for the PST to engage in the Planning Cycle</p> <p>Independent planning considerations</p> <ul style="list-style-type: none"> • Provide worked samples APST 1.2 • Plan to progressively remove steps so students can complete more of the learning independently APST 1.2 • Consider how your intended plan plans for student extension and support APST 1.1 • How are you differentiating to support the diverse needs APST 1.5 • Reflexibility in planning to account for unplanned/expected situations that may arise • Plan adjustments for next step learning in preparation for each sequenced lesson • Appropriateness of the content and resources for context <p>Discuss the process of sequencing lessons for a unit of work to align assessment and teaching and learning aligned to weekly/unit plans</p>	<p>Independently teach sequenced lessons – teaching area 1 – range of subject-specific teaching strategies APST 2.1, 3.3</p> <p>Independently teach sequenced lessons – teaching area 2 – range of subject-specific teaching strategies APST 2.1, 3.3</p> <p>Focus on the progression of learning within a lesson and across the lessons</p> <p>Explicitly teach vocabulary and meta-language APST 3.5</p>	<p>Assess learning through a range of informal assessment tools /strategies APST 5.1</p> <p>Collect and gather the evidence of learner progression towards mastery – the assessed learning</p> <p>Ethical and confidentially record student learning APST 7.1</p> <p>Record written or verbal feedback to students about their learning</p>	<p>Individually analyse evidence of learning to identify adjustments for the next step learning</p> <p>Co-reflect and SBTE provide feedback upon the alignment of the intended, enacted and assessed learning, including PST’s development of Pedagogical Content Knowledge</p> <p>Revise lesson plans according to SBTE’s feedback and assessed learning</p> <p>Co-reflect Professional Experience using the Professional Experience Report & Evidence-Based artefacts with SBTE</p> <p>Evidence-Based Portfolio informs SBTE’s assessment of the Preservice Teacher’s demonstration designated APST</p> <p>Ensure all assessment artefacts have been collected</p> <p>Completion of Ethical Collection of Data about Learners Report is signed by PST & SBTE Submitted with ED2492 Assessment Item 3</p>

Each day, PST engages in professional dialogue with SBTE using suggested discussion points, guided by Evidence-Based Portfolio annotated artefacts

Discuss learning area requirements and issues that impact on teaching and learning in secondary contexts.
What does the SBTE find most and least challenging about teaching this subject? What, in the SBTE’s opinion, does a person need to know in order to teach the subject?

ED2492 Professional Experience Portfolio

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

PST will require the Annotation Cover Sheet

Evidence is required for ED2492 Assessment Items. Please ensure the collection of specified documentation— as it is essential to complete the assessment items for this subject.

Structure	Suggested Artefacts for inclusion
Professional Identity	Think about your philosophy and how it informs your pedagogical approach in your chosen teaching area. Share with your SBTE how your beliefs influence the strategies you plan to implement in your subject context (e.g., lesson design, differentiation, engagement, assessment). Your teaching philosophy should guide the strategies you select and implement in your planned lesson sequence. Assessment Item 3
Planning effectively	<p>Understanding Learners</p> <ul style="list-style-type: none"> 3 learner annotated profiles showing evidence of beginning to choose responsive strategies and learning goals - Annotation Cover Sheet APST 1.1, 1.3, 1.5, 3.1 <p>Understanding Planning</p> <ul style="list-style-type: none"> A sequence of lesson plans, highlighting examples of foundational content knowledge, student learning needs, and subject-specific teaching strategies (a minimum of 2 per teaching area) APST 1.5, 2.2, 3.2 An artefact showing either a worked sample, how planned content is in manageable chunks, a resource with clear visuals and concise instructions, with a summary explaining how it supports the cognitive load of learning APST 1.2 Collected evidence of teaching and learning sequences (units of work, planning documents) for <i>both</i> learning areas – Assessment Item 3 <i>You will already have at least 2, which can be included in your Assessment Item 3, which requires an 8-lesson sequence.</i> Annotated lesson plan showing evidence where the planned lessons ‘fit’ within school program/unit sequence of learning as the basis for designing an independently planned lesson sequence APST 2.3
Teaching effectively	<p>Understanding Teaching</p> <ul style="list-style-type: none"> Reflection notes or SBTE feedback on how accurately the content was explained APST 2.1 Annotations on plans to show a range of subject-specific teaching strategies and inclusive cultural resources (including the use of digital literacies) APST 1.4, 3.3 SBTE feedback or annotated lesson plan showing evidence of the use of vocabulary and meta-language to develop conceptual understanding
Managing effectively	<p>Understanding Positive Learning Environments</p> <ul style="list-style-type: none"> Analysed Classroom Management Observation Template APST 4.1 Completed Positive Behaviours Discussion Template with a reflective annotation on how these were implemented in one of your lessons to re-engage learners and promote positive learning behaviours APST 4.2
Assessing and Recording Learning	<p>Understanding feedback and checking for understanding</p> <ul style="list-style-type: none"> Annotation on student work samples or lesson plans indicating monitoring of and reflection on student learning APST 5.1, 5.4 Record of written or verbal feedback provided to students about their learning APST 5.2 Collect examples of each type of assessment – diagnostic, formative and summative for both teaching areas. Assessment Item 3 during a lesson & across a sequence of lessons/units (<i>more examples are ideal to support your assessment better</i>) The summative task will be used to backward map your lesson sequence, Assessment Item 3

	<ul style="list-style-type: none"> Collection of assessment tasks - summative task for their unit of work in both teaching areas, Assessment Item 3 A minimum of an example of current At Above Below standard samples of student work and assessment formative or summative(focus) to support Assessment Item 3 (2 per achievement standard) Assessment Item 3
Professional Conduct	<p>Demonstrating professional conduct – Supports Assessment Items</p> <ul style="list-style-type: none"> Annotated lesson plan showing evidence of including basic ethical ICT modelling – e.g. including source citation during lessons/ citing sources when using digital content (images, videos, articles) or times in lessons/assessment items where there has been explicit discussion of copyright, plagiarism, and the importance of acknowledging creators APST 4.5 Written reflection explaining what changes you made in subsequent lessons based on that feedback and the effectiveness of those changes and what you learned about your teaching approach APST 6.3 Signed Form for Ethical Collection to be submitted with Assessment Item 3 APST 7.1
Reflective Practice	<ul style="list-style-type: none"> Reflect on your understanding of how discipline-specific teaching strategies and/or strategies for engaging and motivating learners can be used.

Ensure you have your Portfolio when attending Professional Experience Workshops



ED2492 Professional Experience Report

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

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

Preservice Teacher:		Student ID:	
JCU Partnership School:			
SBTE/s Name:	Teaching Area 1	Teaching Area 2	
To Meet Accreditation			
PST is required to have a spread of subjects in both teaching areas in Junior Curriculum			
Teaching Area 1 -		Teaching Area 2 -	
Year Level	Subject	Year Level	Subject
<input type="checkbox"/>	Office Use Only – Met Bachelor Education [Secondary] Program Accreditation Requirements regarding teaching areas		
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrates the APST descriptors at the Graduate Career Stage		
Developing adequately towards the graduate level	<p>Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement at this level</p> <p style="text-align: center; color: #f4b084;">SUCCESSFUL DEMONSTRATION OF ENGAGEMENT LEVEL</p> <ul style="list-style-type: none"> ➤ with advice and support, is beginning to link/design/source ... ➤ at times with guidance able to ... ➤ is aware of, understands, but still to show application ... ➤ often requires prompts to seek and reflect ... ➤ has some capacity ... ➤ is occasionally prepared to ... ➤ requires some prompts to take the initiative... 		
Not developing adequately	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage		

	Satisfactory		
	Well Developed	Developing Adequately	Not Developing
Planning effectively			
Analyses and reflects on collated student profiles to identify how holistic development and individual characteristics influence engagement and achievement.	APST 1.1		
Demonstrates a foundational understanding of cognitive load theory by planning and implementing learning activities that gradually remove prompts to reduce extraneous load and support schema development.	APST 1.2		
Plans for and respects the diversity of all students in the classroom and makes connections between aspects of a lesson and students' own contexts.	APST 1.3		
Identifies individual learning needs using available student information and begins adapting lesson content and delivery to address them.	APST 1.5		
With a gradual release of guidance, plans and documents lesson sequences that organise content logically within a single lesson and across multiple lessons, to establish a progression of concepts and skills.	APST 2.2		
With a gradual release of guidance, uses school programs and curriculum as the basis for designing independently planned lesson sequences.	APST 2.3		
Includes general learning goals in planning, based on curriculum expectations and observed student needs.	APST 3.1		
Plans for a sequence of lessons, grounded in foundational content knowledge, student learning needs, and subject-specific teaching strategies.	APST 3.2		
<p><i>Provide constructive feedback to support PST planning for Level 3 placements. How has the PST used classroom management to foster engagement and achievement, and how have they considered learner diversity in planning? Reflect on how their observations informed planning decisions. What could improve lesson sequencing or reduce cognitive load in future planning?</i></p>			

Teaching effectively				
		Well Developed	Developing Adequately	Not Developing
With a gradual release of responsibility, selects and applies relevant curriculum content to plan and teach the subject area, explaining key concepts clearly and using accurate subject-specific terminology.	APST 2.1			
Enacts a basic range of subject-specific teaching strategies appropriate to the content being taught.	APST 3.3			
Implements the use of vocabulary and meta-language to develop conceptual understanding and draws upon student responses in an inclusive manner.	APST 3.5			
Seeks opportunities to incorporate Aboriginal and Torres Strait Islander perspectives and inclusive resources that reflect Indigenous cultures and voices into lessons.	APST 1.4			
<p><i>How can the PST progress toward greater independence in planning and teaching? How have they applied curriculum content, used subject-specific terminology, and enacted strategies to support conceptual understanding?</i></p>				
Managing effectively				
		Well Developed	Developing Adequately	Not Developing
Plans for implementing active participation strategies to engage most students and monitor engagement levels.	APST 4.1			
Implements and reflects on chosen support intervention to engage and re-engage learners to develop positive learning behaviours that encourage students to respond quickly to instructions to reduce wasted learning time.	APST 4.2			

How can the PST progress toward independence in planning for positive learning behaviours? How are they developing proactive practices that impact learning, well-being, and behaviour? To what extent are they planning strategies that encourage engagement versus responding to interfering behaviours? How have they implemented active participation strategies and monitored engagement, and whether they responded to Tier 1/2 behaviours in line with school policy?

Assessing

Incorporates simple methods to monitor student learning and development.	APST 5.1			
Provides timely, clear, constructive task-level feedback and begins to link feedback to learning goals with some guidance.	APST 5.2			
Selects, gathers, and analyses data to support the planning and assessment of learning.	APST 5.4			

Please provide constructive feedback on how the PST demonstrated the ability to interpret student assessment data to evaluate learning and adjust teaching practice. How effectively did they analyse this data to identify patterns or misconceptions and use these insights to plan or modify instruction? What steps can the PST take to strengthen their capacity to use assessment data for planning and improving student outcomes?

Professional Conduct				
Incorporates basic ethical ICT modelling, including source citation during lessons.	APST 4.5			
Seeks feedback and attempts to improve teaching practices with evidence of changes.	APST 6.3			
Applies key principles of teacher codes of conduct and ethics through high-level personal presentation, professional communication and conduct, and appropriate interactions with students.	APST 7.1			
<i>Provide feedback on how the PST sought and used feedback to improve practice, with evidence of changes and impact. What professional strengths did the PST display?</i>				
Professional Experience Overall Result		Requirements		
Satisfactory <input type="checkbox"/>		Unsatisfactory <input type="checkbox"/>	Completed 10 Days	
Is ready to proceed to the next stage Met all Descriptors at a minimum of Developing Adequately		Is not yet ready to proceed to the next stage due to having 1 or more Not Developing Descriptors ticked	Compiled and discussed Evidence-Based Portfolio	
			Has had junior curriculum subjects across BOTH teaching areas	
Preservice teacher's name		Signature		
Supervising teacher's name		Signature		
Site coordinator's name		Signature		

Placement Appendices

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

ED2491 Templates

Annotation Cover Sheet

Form - Ethical Collection of Data about Learners Collection of Artefacts – [Assessment Task 3]

Appendix A – Whole Class Description [Day 1 & 2]

Appendix B – Individual Learner Profiles [Day 1,2,3]

Appendix C – Classroom Observations

- Classroom Management - Template for recording Classroom Management [Day 1]
- Teaching Strategies- Template for recording Teaching Strategies [Day 2]
- Indicators of Student Engagement - Template for recording Indicators of Student Engagement [Day 2]
- Lesson Structure - Template for recording Lesson Structure [Day 3]

Appendix D – Tier 1 Learning Environment Plan (prior to placement as required by Assessment Item 2)

Appendix E – Lesson Plan [informed by analysis of ABC and supported by D]

Appendix F – Analysis of Learning (from your enacted lesson [Day 4])

Appendix G – Reflection on Classroom Management [after enacted lesson and in light of your Tier 1 Learning Environment Plan]

ED2492 Templates

Learner Profile and Annotation Cover Sheet

Ethical Collection of Data about Learners Form

Spacing & Retrieval Template

Classroom Management Observation Template

Discussion Template: Positive Behaviours for Learning

Observation Template

Formative Discussion Points

Planning/Lesson Plan Template

Feedback Template

Differentiated Analysis Template

Reflective Practice Template



