

Master of Teaching and Learning (Secondary)

First-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

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

Placement Goals & Structure for 1st Year Placements

PROFESSIONAL EXPERIENCE PLACEMENT GOALS

This infographic explains the overarching goals for the 1st year of the Professional Experience Program

GOAL 1

Understand the learner and respond to learner needs
Understand the diverse communities to which learners belong
Understand the role of the teacher in influencing learning



GOAL 2

Understand and practice methods to collect and analyse data on learners and learning



GOAL 3

To engage in teaching for diversity by building a range of pedagogies responding to learners through differentiated practice



GOAL 4

Utilise the Integrated Work Days for targeted observation with attention to informed pedagogical frameworks and practices, behaviour management practices and the interactive cycle of planning and teaching



STRUCTURE OF PROFESSIONAL EXPERIENCE

This infographic outlines the Work Integrated Learning Experiences for the Master of Teaching

PROGRESSION

GST moves from observation, dialogue and learner profiling to co-planning, co-teaching, co-assessing and co-reflecting culminating in independently planning, teaching, and assessing for both their teaching areas

ED5955

Placement

15 days
Professional
Experience Report

1

ED5965

Placement

2

20 days
Professional
Experience Report

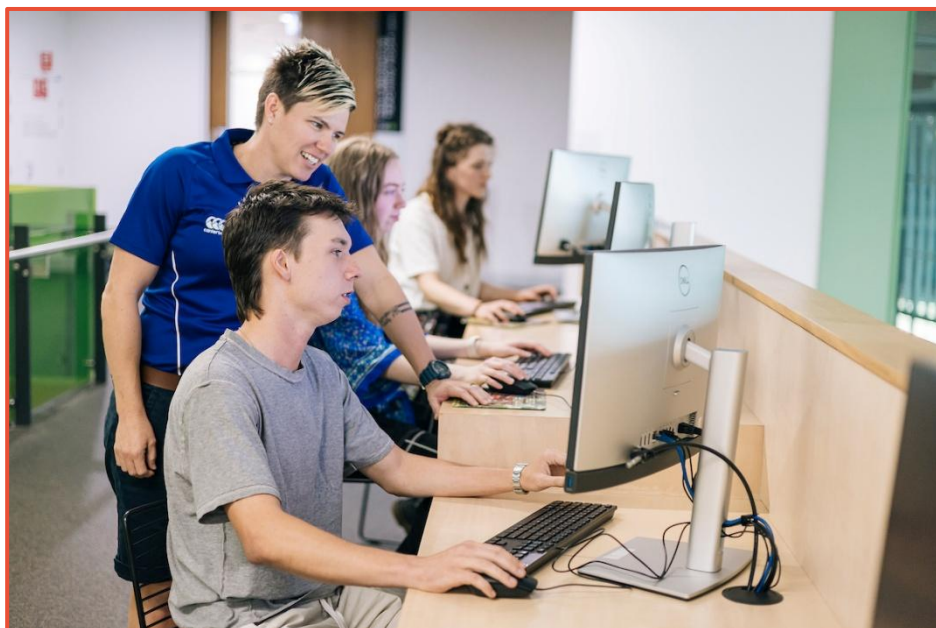
INTEGRATED COURSE WORK

ED5955 = 5 ICD to integrate learning from SP 1 subjects


ED5965 = 7 ICD to integrated learning from SP2 subjects

Program Overview

Year 1		Year 2	
Study Period 1	Study Period 2	Study Period 1	Study Period 2
ED5955 Learners and Learning in Secondary School Contexts 15-day Placement + 5 ICW Days	ED5965 Teaching for Diverse Learners in Secondary School Contexts 20-day Placement + 7 ICW Days	ED5975 Teachers as Leaders for Learning and Change	ED5985 Teachers as Researchers for Learning and Change
ED5956 Junior Curriculum 1	ED5966 Senior Curriculum 1	ED5976 Subject Discipline Knowledge	ED5986 Culturally and Linguistically Diverse Classrooms and Communities
ED5957 Junior Curriculum 2	ED5967 Senior Curriculum 2	ED5977 Aboriginal and Torres Strait Islander Education	ED5987 Internship/Service Learning
ED5959 Planning for Engaging Learning in Secondary Contexts	ED5958 Literacy and Numeracy for Secondary Teachers	ED5978 Collecting, Analysing and Reporting Data: Leading for Learning	ED5968 Information and Communication Technologies across the Curriculum
		ED5979 Final Graduate Professional Experience QPERF & GTPA Assessment 25-day Placement + 8 ICW Days	



Professional Experience Contacts

	Cairns	Townsville
Postal Address	Student Placements Team Nguma-bada Campus Building A4, Room 124a Cairns QLD 4870	Student Placements Team Bebegu Yumba Campus Building 4, Room 268 Townsville QLD 4811
Student Placement Team		
For all general correspondence related to Professional Experience	07 4781 6333	Student Placements Team
Professionals Experience Academic Coordinator [Education]		
Trisha Telford	07 4781 5424	trisha.telford@jcu.edu.au
Handbook Abbreviations		
SC: Site Coordinator SBTE: Site-Based Teacher Educator GST: Graduate Student Teacher PEAC: Professional Experience Academic Coordinator Evidence-Based Portfolio: Evidence of demonstrated Practice GRR: Gradual Release of Responsibility	ISMG: Instrument-Specific Marking Guide ICWD: Integrated Course Workdays PROFEX: Professional Experience SPT: Student Placements Team  : Internal or External Link	
Glossary of Web Links		
Version 9 The Australian Curriculum NCCD Supporting Students with disability AITSL Professional experience Participant roles and responsibilities	JCU Professional Experience for Teachers Professional Experience Placement Requirements Procedure 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

Attendance must be for the entire school day, as per the host site's timetable, including cohort or staff meetings and in-school extracurricular activities.

- Graduate Student Teachers (GSTs) must notify the school immediately if they are unable to attend a day due to illness or extenuating circumstances, in accordance with the Special Consideration – Missed Placement policy.
- **Inform** the school or centre before the working day begins (usually by 8 am) as per the school's policy for non-attendance for that day
- Provide a medical certificate to the school or centre (by the individual school 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.

If absent (3 days or more), which requires completion of the placement **outside the Professional Experience Calendar scheduled time frame**, the GST **must immediately submit a [Missed Placement Application Form](#)** along with the **required documentation**. The Professional Experience Academic Coordinator is the only person who can approve the application. The Professional Experience Academic Coordinator can only approve the application based on its assessment against the following criteria.

Note: The GST 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** or a **Placement Pending** result may still be the outcome for the application.

Teaching Areas Requirements

The AITSL Program Standards for Accreditation of Initial Teacher Education Programs require Secondary graduate student teachers to complete placements in their **approved** secondary teaching areas. Graduate Student 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 preservice teachers' **first and second teaching areas**, with opportunities to teach **senior secondary curricula** for the entirety of the Placement.

Placement Dates & Requirement Breakdown

ED5955 Learning for Diverse Learners in Secondary School Contexts
 Term 2: 11th May – 29th May (15-day consecutive block)
 (Placement Components = 15 days Placement + 5 Days of Integrated Course Work spread throughout the Study Period)
 Integrated Course Workdays to be completed by **the END of the FIRST Exam Week JUNE 12th**
 For accreditation, GST requires Placement in **both** teaching areas across the **junior** curriculum

Before the Placement Commencement Date

- Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- Negotiate Integrated Course Workdays scheduled to be completed **throughout** Term 1 & 2 to support ICWD suggested tasks
- **Week 1:** Targeted observation (understanding learners) and Professional Dialogue
- **Week 2:** **Co-plan** and [Team Teaching Model](#) of choice to **co-teach** 1 lesson per day for **each junior** curriculum teaching area with SBTE in the *Lead Teacher role*. SBTE's timetable is to be considered.
- **Week 3:** *Gradual Release of Responsibility* to **co-plan** and **co-teach** with GST, taking the responsibility of the *Lead Teacher role*

(A balance between **both** teaching areas in the **junior** curriculum)

Integrated Course Workdays are negotiated between GST and SBTE, avoiding clashes with coursework lectures and are suitable for SBTE's teaching schedule

Reporting

When	Within 5 days of Placement completion to support student progression
What	Professional Experience Reports: GST must have a minimum of 'Developing Adequately' against EACH descriptor at Engagement Level to pass the Placement
Who	Reports completed by SBTE, Signed by SBTE, SC and GST Returned ONLY by Site Coordinator to Student Placements Team

ED5965 Teaching for Learning in Diverse Secondary School Contexts
 Term 3: 10th August – 4th September (20-day consecutive block)
 (Placement Components = 20 days Placement + 7 Days of Integrated Coursework spread throughout the Study Period)
 Integrated Coursework days to be completed **BEFORE the commencement of** Exam Week November 2nd
 For accreditation, GST requires Placement in **both** teaching areas across the **senior** curriculum

Before the Placement Commencement Date

- Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- Negotiate the coursework day scheduled to be completed **throughout** Terms 3 & 4 to support ICWD suggested tasks
- **Week 1:** Observe and document the planned differentiation for students and collate data to know students and how they learn informing planning
- **Week 2:** **Co-plan** and [Team Teaching Model](#) of choice to **co-teach both** teaching areas in the **senior** curriculum with SBTE in the *Lead Teacher role*. *Gradual Release of Responsibility* for GST to take the *Lead Teacher role* in the **co-planning**
- **Week 3 & 4:** **Independently plan** and use the [Team Teaching Model](#) of choice to **teach** all lessons for **both senior** curriculum teaching areas

(A balance between **both** teaching areas in the **senior** curriculum)

Integrated Coursework days are negotiated between GST and SBTE, avoiding clashes with coursework lectures and suitability to SBTE's teaching schedule

Reporting

When	Within 5 days of Placement completion to support student progression
What	ED5965 Professional Experience Report moderated by BOTH Site-Based Teacher Educators GST must have a minimum of 'Developing Adequately' against EACH descriptor at Engagement Level to pass the Placement
Who	Report to be completed by SBTE, Signed by SBTE, SC, and GST, Returned ONLY by the Site Coordinator to the Student Placements Team

Additional Placement Requirements

Integrated Coursework Days

20 days across the Professional Experience Program

Graduate Student Teachers are required to undertake an additional 20 days of service in a school setting. Approximately one day a week **is allocated throughout the study periods to support coursework**. These Integrated coursework days are negotiated between SBTE and GST. The days are to be completed as allocated.

ED5955 – 5 days

Completion of 5 Integrated Coursework days is required to **pass the subject** and, therefore, must be **completed & Attendance Report returned BEFORE the END of Exam Week, JUNE 12th**.

ED5965 - 7 days

Completion of 7 Integrated Course Workdays is required to **pass the subject, and the Attendance Report must be returned No Later than the end of Week 10 (30th October)**.

ED5979 - 8 days to be completed and Attendance Report **BEFORE** commencing ED5979 Final Placement

As a record of the service undertaken and to meet [JCU's Learning, Teaching and Assessment Policy](#), the Site-Based Teacher Educator must sign the Record of Attendance and Completion for the Integrated Coursework Days, supporting JCU's commitment to academic integrity.

The GST is to return the signed Record of Attendance and Completion to the [Student Placements Team](#) to be recorded as competent to proceed.

ED5955 Record of Attendance and Completion [p.33](#)

ED5965 Record of Attendance and Completion [p.49](#)

The learning purpose for these days is to integrate theoretical learning from each subject within the Semester, beyond the Placement Subject, and to support the overall learning focus of the phase.

Phase 1: Focus is on understanding the learner and responding to the needs and interests of secondary students and the diverse communities in which they belong **APST 1**

Phase 2: Focus is on understanding the teacher's role in influencing learning, particularly in response to individual student needs. Attention to the pedagogical frameworks, classroom and behaviour management practices to maintain a supportive and safe learning environment; and the sequencing of lessons to develop a repertoire of practices, including ICT **APST 2, 3, 4**

The days are to be negotiated between the SBTE and the GST. There are suggested focus activities for each subject in Study Period 1 (p. 35) and Study Period 2 (p. 51). They document their learning progression with annotated artefacts in the Professional Experience Portfolio.

SBTE submits a pay claim once GST has completed all the required Integrated Coursework days for the Placement subject, as per the above. [Submit your pay claims](#)

Roles and Responsibilities

Mandatory Induction

- **GST** attends Professional Experience Workshops in preparation for Placement as per the **Professional Experience Placement Requirements**
- **GST** emails an introduction to Site Coordinator
- Arranges an introductory meeting time to meet **SC** & **SBTE** prior to Placement
- **SC** orients **GST** to school policy and expectations
- **SC** inducts **GST** in Workplace Health and Safety policy and procedures
- **JCU** offers optional online support sessions prior to placement for **SC** & **SBTE**

Expectations

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

Engagement

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

Assessment & Reporting

- **SBTE** provides evidence-based feedback to **GST**
 - **GST** develops Portfolio to support their demonstration and understanding of assessed APSTs
 - **SBTE** uses Portfolio to support the evaluation of **GST**'s performance
 - **GST** submits the signed Integrated Coursework Days Form per subject to **JCU**
 - One Professional Experience Placement Report per Placement block
 - **GST** confirms with the school the importance of submitting a timely Report to have a finalised grade in time to progress to the next subject
 - **SC** submits signed Professional Experience Reports to Student Placements Team - cc **Graduate Student Teacher**
- ED5955 Phase: Minimum of Developing Adequately**
- ED5965 Phase: Minimum of Developing Adequately**
- Report is due within 5 days of Placement completion for course progression

Placement Checklist

A Quick "Go To Guide"

Graduate Student 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 • Integrated Coursework 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>	
<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 Third Year Folder for supporting documents and templates</p> <p>Ensure you have a 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>Commence integrated coursework days</p>	<p>Induct GST</p> <ul style="list-style-type: none"> • Workplace Health and Safety • School policies and procedures • School expectations • School/Community orientation • Integrated Coursework Days <p>Orient GST to the school ethos, professional conduct expectations (reaffirming Professional Boundaries), pedagogical framework, behaviour management policies and school procedures</p> <p>Record GST's emergency contact details and sight their Blue Card</p> <p>Confirm GST 2 teaching areas for Senior Curriculum</p> <p>Advise GST</p> <ul style="list-style-type: none"> • how they should contact you for support • when you might check in on them <ul style="list-style-type: none"> • Advise SBTE • how you might support them in the moderation/ assessment and reporting 	<p>Meet with GST</p> <p>Discuss the Placement structure</p> <p>Clarify assessment requirements and criteria for the Placements</p> <p>Discuss with GST the Key Elements (infographics) of the Professional Experience Placement Handbook</p> <ul style="list-style-type: none"> • First Year Placement Goals & Structure p.4 • Roles & Responsibilities p.10 • Assessment p.19 • First Year Placement Criteria p.21 • Evidence-Based Portfolio p.22 • Placement Details • ED5955 pp.26-39 • ED5965 pp.40-55

Access the JCU Weekly Optional Drop-In Sessions

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

Check in with SBTE regarding the progress of GST

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

The form is located in the JCU Resource Portfolio

Clarify your expectations with your GST:

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

Provide GST with the following

- timetable
- student information/data to support GST's 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 GST demonstrating evidence of APSTs

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

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

Complete integrated coursework days

Submit Integrated Course Work Attendance & Completion Report

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

Carbon Copy GST 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 GST

[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 GST and SBTE during placement

JCU Resource Portfolio

SBTEs who accept the role of supervising a GST 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 quality and success of the placement 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:

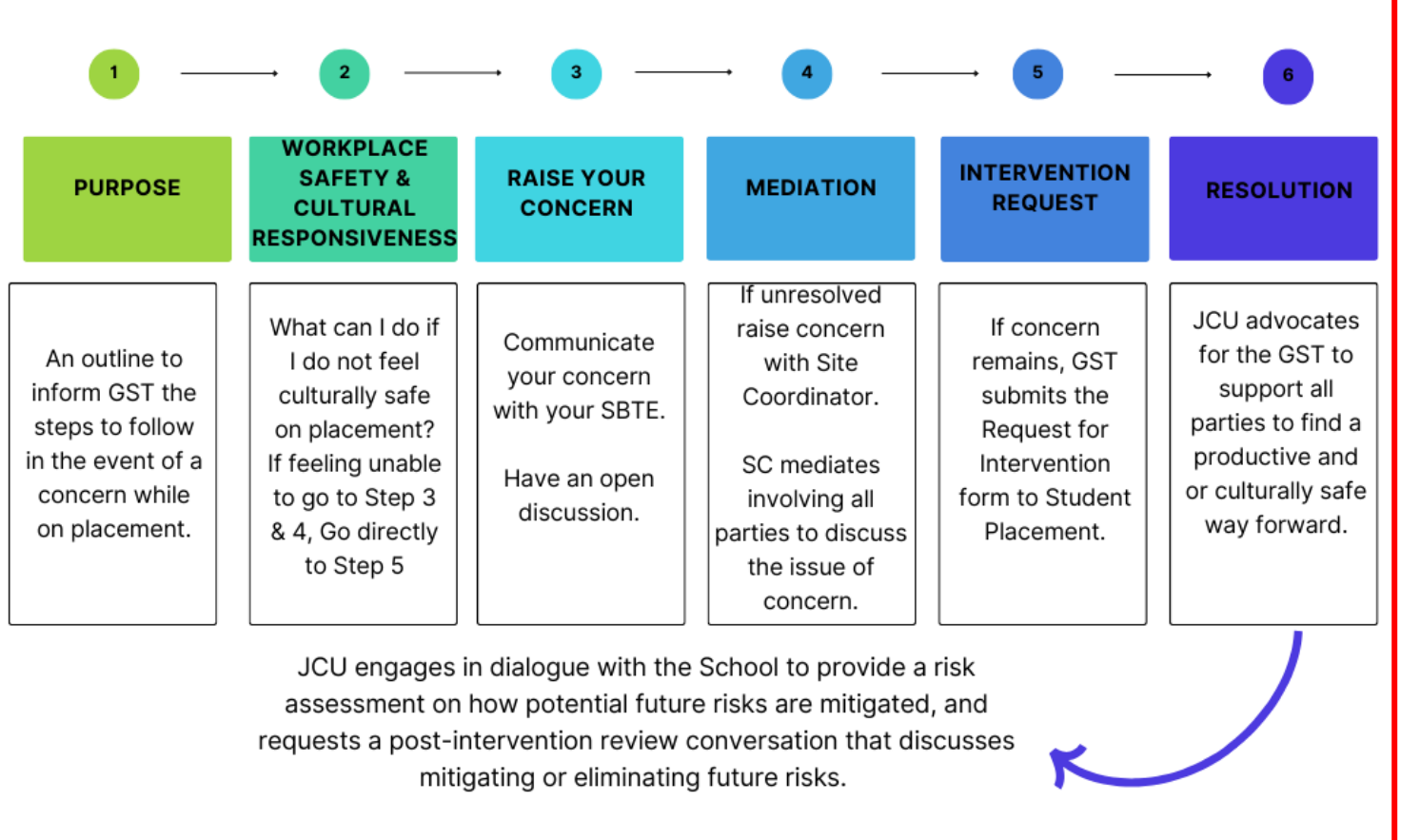
- Mutual understanding of placement requirements and progression of learning
- Clarification of placement requirements and resources
- General expectations regarding the assessment of GST and reporting of GST's development at either the Engagement or Achievement Level
- Knowledge of JCU Professional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



Graduate Student Teacher Request for Intervention

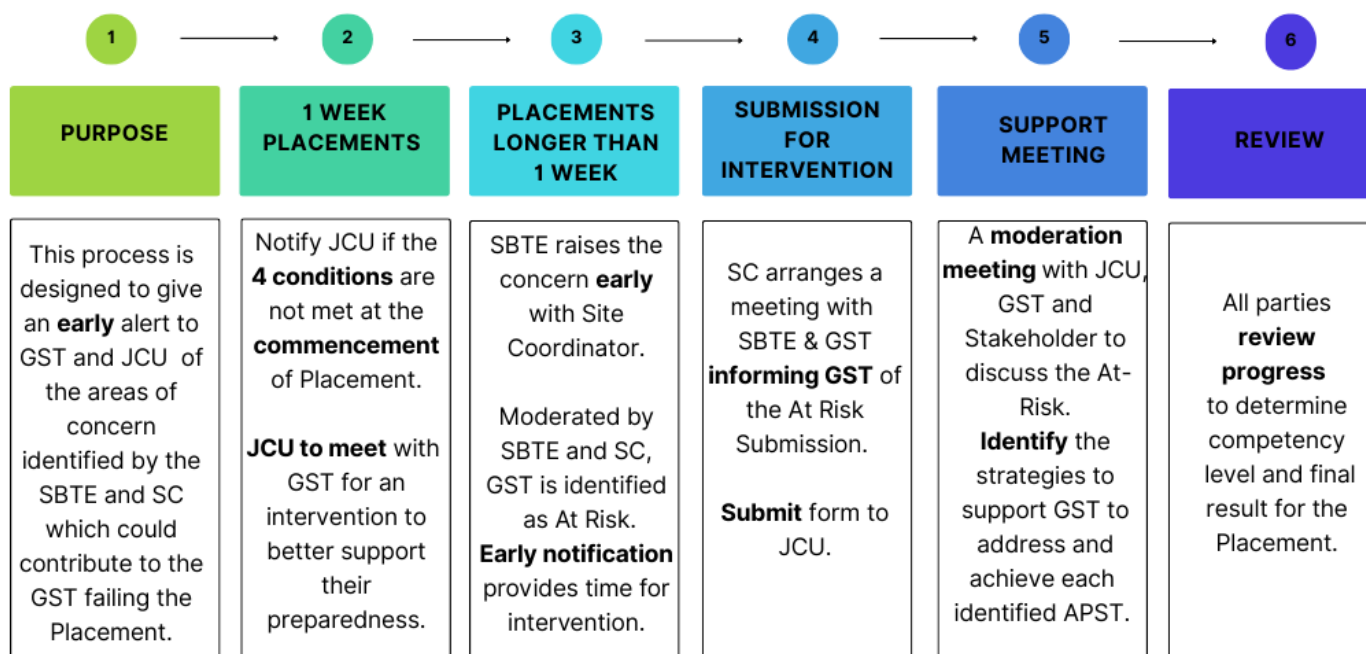
The "Intervention Notification" is designed solely for GST use to trigger a response from the Student Placements Team to the PST submitting the notification. **The form is available on the LearnJCU Professional Experience Community Site.**

Guidelines for the Graduate Student 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 GST and JCU to areas of concern identified by the SBTE and SC. The At-Risk process should be used in any of the following circumstances:

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

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

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 **GST does not meet the following 4 conditions**. Failure to meet these conditions automatically places the PST at official Risk as an inherent consequence of failing to fulfil 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.

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 GST 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

Guidelines for Assessment

ASSESSMENT MODERATION

Has the Graduate Student Teacher shown sufficient evidence of deep interest in learning and developing their professional knowledge and practice?

Provide descriptive feedback to guide Graduate Student Teacher's professional development

REQUIREMENTS

GSTs must demonstrate a minimum of Developing Adequately in **ALL** descriptors in **BOTH** teaching areas to pass the Placement and complete all required days of attendance

Each placement is assessed using the specified placement Report - **Engagement Level**

Site Coordinator submit Report to WIL Team

ED5955- 15 DAYS + 5 ICW DAYS

Assessed using Professional Experience **Final** Report

GST organises a time with SBTE to discuss overall evaluation

Discuss the Report, including GST's Portfolio

CONSIDERATIONS

Observation of daily engagement

Professional knowledge and demonstration of APSTs

Professional attributes
Professional Experience Portfolio

Discussion of practice and professional learning in **BOTH** teaching areas

ED5965 - 20 DAYS + 7 ICW DAYS

Assessed using Professional Experience Report

GST organises a time with SBTE to discuss practice and overall evaluation

Discuss Professional Experience Report, including GST's Evidence-Based portfolio



Assessed at Engagement Level

Professional Experience is an opportunity for Graduate Student Teachers to learn within and through practice. Their learning is **demonstrated** through their contributions to student learning and their **professional reflections** on their contributions to the classroom and the wider school community.

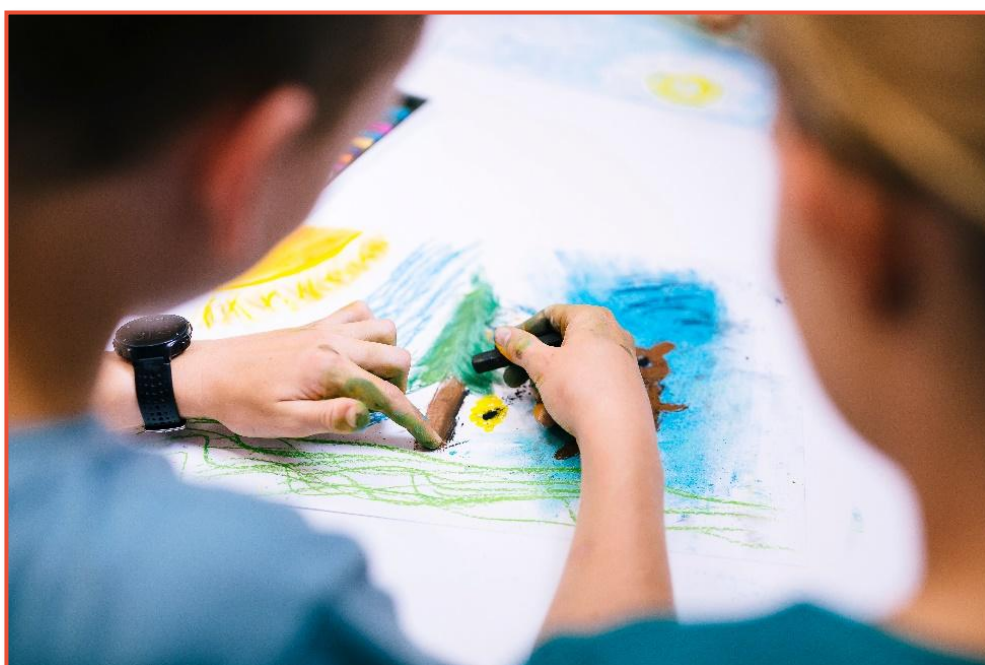
In making this formal evaluation, Site-Based Teacher Educators will take into consideration the following:

Site-Based Teacher Educators Making the formal evaluation, take the following into consideration	Graduate Student 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) • Graduate Student Teacher's daily engagement • Enactment of evidence-informed teaching practice with the GST, demonstrating Australian Professional Standards • Graduate Student Teacher's evidence curated in their Professional Experience Portfolio • Professional dialogue of practice and professional learning during Placement 	<ul style="list-style-type: none"> • Curated evidence of practice using the Professional Experience Portfolio • Key strengths, areas of concern and suggestions for continued development toward Graduate Level • Specific feedback on the area of specialisation

The Graduate Student Teacher **should regularly discuss** their practice with their Site-Based Teacher Educators for BOTH teaching areas to ensure they are developing.

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

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



Learning Development for 1st Year

Demonstrated Knowledge and Skills

Site-Based Teacher Educators must be confident that the Graduate Student Teacher has demonstrated adequate progress over the duration of the Placement and is on a learning trajectory. This continued development will likely achieve a Graduate standard in the final Placement (ED5979), recognising that they do have further subjects to complete before the final Professional Experience.

By the end of **ED5955**, Graduate Student Teacher is expected to demonstrate the following:

By the end of **ED5965**, Graduate Student Teacher is expected to demonstrate adequate progress through the following:

- | | |
|--|--|
| <ul style="list-style-type: none"> • an early developing knowledge and understanding of the implications for learning students' physical, cultural, social, linguistic and intellectual characteristics • a developing understanding of the principles of inclusion • a beginning knowledge of designing lessons that meet the requirements of curriculum, assessment and reporting • a developing capacity to interpret student assessment data to evaluate student learning and modify teaching practice • a developing knowledge of how to identify appropriate types of feedback to improve student learning • a developing knowledge of practical strategies for creating rapport with students and managing student behaviour • exploring ways to identify support for student well-being and safety, working within school and system curriculum and legislative requirements • a developing understanding of the importance of working ethically, collaborating with colleagues, external professionals and community representatives, and contributing to the life of the school • a developing understanding of the range of strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their student's education | <ul style="list-style-type: none"> • communicating, monitoring and evaluating Professional Experience goals and learning • sourcing school documents to support planning and teaching • seeking multiple sources to understand learners and their learning and drawing on this understanding in their planning, teaching, assessing, and managing of student learning • seeking to understand and draw on SBTE's curricular thinking and practices • seeking and responding to feedback from learners • seeking and responding to feedback offered by their SBTEs and other school and university educators • reflecting on student learning and the impact of their effort • contributing to the classroom and school community in ways that reflect care and respect for the school goals, environment and staff and student welfare • expanding knowledge base: researching, reading, listening, observing, communicating • taking pedagogical risks that are informed by research, university learning, feedback from SBTE, school colleagues and university educators • learning from and through pedagogical mistakes |
|--|--|

Evidence-Based Portfolio 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 GST'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 GST's development, along with their observations of the GST's practice and engagement in Professional Reflective Dialogue.

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

EVIDENCE-BASED PORTFOLIO

This infographic outlines the requirements & purpose of the Portfolio.

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

PURPOSE

Self-reflective of PST learning aligned with each assessed APST

Artefacts to support alignment to subject learning



Provides tangible evidence of practice

DEVELOPMENT

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



STRUCTURE

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



REQUIREMENT

Begin compiling the Portfolio on day 1

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



Submission of Reports

Located

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

Who Submits

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

Report Details

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

Where to Submit

- Digital Report are submitted to Student Placements Team by email

When to Submit

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

Copy

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

Section 4

Individual Placement Details

What to do during each of the designated Placements

Planning Focus

Graduate Student Teachers' focus is on understanding the learner and responding to the needs and interests of students and the diverse communities to which they belong. They engage in an iterative teaching cycle informed by evidence and reflect upon learners and their learning.

LEARNER & CLASS PROFILES

Profiles are representative of the Current Achievement Standard

PROFILES

When you know and understand learners, you can plan and teach more effectively to meet their specific needs.

A Learner & Class Profile is the gathering of purposeful data about a learner's readiness.



ANALYSIS

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

DATA

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



SOURCING

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

Gather data via a variety of sources
Observations/School data/Discussions/Work samples/Interviews/Survey



PTAR ITERATIVE CYCLE PLAN TEACH APPRAISE REFLECT

This infographic explains the format for the designed Professional Learning Tasks

PLANNING

Intended Learning

Plans a learning sequence that aligns curriculum for student learning? meet the specific learning needs of students

Data analysis to inform decision about learner readiness



TEACHING

Enact selected pedagogical strategies

Differentiate for student success

Create a supportive and safe environment to support learning



ASSESSING

Assess and provide feedback to enhance student learning

Collect and use evidence of learning to monitor student progress, make adjustments and provide student feedback



APPRAISING

Appraise the impact of teaching and learning decisions



ED5955 Placement Goals

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED5955

This infographic explains the overarching goals for the ED5955 Work Integrated Professional Experience program

GOAL 1

Understand learners and the learning process



GOAL 2

Understand the implications for teaching when having knowledge of the learner



GOAL 3

Explore how inclusive approaches to classroom management support and foster engagement



GOAL 4

Explore strategies to support engagement in learning



ED5955: Weekly Learning Tasks in Detail

ED5955 – (Observation, Professional Dialogue, Learner Profiling)

Week	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to Improve Student Learning
1	<p>Engage in professional expectations dialogue with SBTE and discuss ED5955 Placement Goals</p> <p>Discuss with SBTE: Child Study Research Project</p> <p>Discuss how SBTE approaches planning considerations with the alignment of intended, enacted and assessed learning in the classroom</p> <p>SBTE model planning and the development of the structure of a lesson to sequence the learning intention and learner needs Lesson Structure Template</p> <p>Discuss the planning of behaviour management plans with Tier 1 preventative approaches to establishing a safe and supportive learning environment</p>	<p>SBTE model and GST observe, and record differentiated teaching strategies and how SBTE engages students in learning</p> <p>SBTE model teaching strategies, particularly in literacy and numeracy, to support learner readiness</p> <p>GST observe targeted students' engagement in learning</p> <p>SBTE model planned preventative Tier 1 universal supports for engagement and a safe environment</p> <p>GST provides incidental support to help students engage in class activities (individual and small groups)</p> <p>GST take the initiative to know learners</p>	<p>SBTE model and GST observe, and record differentiated approaches to assess for learning during a lesson and across the week in line with formative or summative assessment</p> <p>Observe how SBTE seeks learner understanding of concepts and provides feedback to support learning progression</p> <p>Observe focus students' needs and how their needs may impact their engagement in learning</p> <p>Observe and record preventative approaches and strategies to engage students and create an environment supportive of learning, e.g., <i>routines, expectations, communications, active supervision, transitions</i></p> <p>Ethically & confidentially begin developing 3 focus student profiles whose current performances are representative of 'below' 'at' 'above' achievement standard – including your Child Study Research Project</p>	<p>Co-reflect upon observed strategies to engage learning (student-centred and teacher-centred approaches to teaching)</p> <p>Co-reflect on the collated data - physical, social and intellectual development data and characteristics of students that support you to know the learner and the impact the data has upon future decisions to improve student learning</p> <p>Co-reflect upon observed strategies to assess learning and how it informs next step planning</p> <p>Reflect on your observation notes of the planned preventative approaches and how class routines and procedures promoted a supportive and safe learning environment</p>

Suggested Focus Points using the **Portfolio artefacts** to engage in Professional Conversations with SBTE during Week 1

Planned preventative considerations when implementing a behaviour management plan.

Review and reflect on the strategies SBTE uses to interpret, record, and communicate student data to a range of audiences (including students, parents, colleagues, and school administration) to improve student learning.

ED5955 (Co-planning, Co-teaching, Co-assessing and Co-reflecting for 2 lessons per day for both teaching areas in the junior curriculum)

Week	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
2	<p>Engage in a professional dialogue with SBTE, e.g., the APSTs embedded in ED5955 - Assessment Item 2</p> <p>Co-plan 2 differentiated planned lessons per day (according to timetable) 1 per teaching area in the junior curriculum</p> <p>Guided discussion to support GST to review and analyse selected suitable data and evidence (from the sources available) to understand learners, their learner 'readiness' against the curriculum demands to inform next step learning</p> <p>Guided discussion to support GST to</p> <ul style="list-style-type: none"> • identify learning goals concerning curriculum content and specific learning needs based on collected and analysed evidence • identify the relevant ACARA links for each learning outcome • draw GST's attention to the constructive alignment of content, pedagogy and assessment Lesson Plan Template <p>Discuss the planning of behaviour management plans with Corrective approaches to support a safe and supportive learning environment</p>	<p>Model and explain the practice of chosen teaching strategies, particularly in literacy and numeracy, to support learner readiness, needs and strengths of learners</p> <p>Model and explain chosen methods of teaching specific to the teaching area</p> <p>Model differentiated teaching strategies to engage diverse learners</p> <p>SBTE model corrective strategies to support student engagement</p> <p>Co-teach two planned lessons per day (according to timetable) 1 per teaching area in the junior curriculum Team Teaching Model of choice</p> <p>Adopt and support SBTE's approach to fostering a positive, safe learning environment, with a focus on corrective micro-skill strategies</p>	<p>Observe and record differentiated teaching strategies supporting student learning</p> <p>Observe and record strategies to assess student learning throughout the phases of lessons - what types of data/examples provide evidence of learning</p> <p>SBTE model and GST observe formative feedback strategies to support learner progress</p> <p>Observe and record timely feedback and how it aligns with the learning intentions</p> <p>Observe informed decision-making by SBTE to modify (if required) the intended plan to support learner progression</p> <p>Collect and gather evidence of learner progression – the assessed learning</p> <p>Observe student engagement in the learning tasks</p> <p>Ethically & confidentially continue to develop Individual Learner Profiles, including chosen project student</p>	<p>Co-reflect upon observations and evidence of learning with the alignment of the intended, enacted and assessed learning</p> <p>Co-reflect upon the impact of the pedagogical decisions in the co-taught lessons</p> <p>Co-reflect upon how to provide student feedback to support learning progression</p> <p>Annotate lesson plans – guided by analysis of assessed learning to support next-step planning</p> <p>Independently reflect upon key aspects of your practice</p> <p>Seek targeted feedback in relation to key aspects of your practice</p> <p>Critically reflect upon student participation and engagement with learning activities – discuss your insights with SBTE</p> <p>Incorporate SBTE feedback into next step planning</p> <p>Co-reflect with SBTE against the Formative Discussion</p> <p>Finalise reflection which synthesises your professional learning for Week 2, incorporating scholarly references</p>

Suggested Focus Points using the Portfolio artefacts to engage in Professional Conversations with SBTE during Week 2

Assessment for learning and how to use teacher judgments to inform next planning?
 Requirements for recording and storing information securely - using information ethically and within legislative and regulatory requirements - use of data to communicate with a range of stakeholders, including parents and carers, regarding the progression of student learning.

Week	Gradual Release of Responsibility to co-plan and co-teach with GST moving to take the role of Lead Teacher			
	What is Intended Learning	How will you engage Learning	How will you assess Learning	Reflections to improve student Learning
3	<p>Gradual Release of Responsibility for GST to take over the Lead Teacher Role</p> <p>Co-plan the learning and teaching sequence of differentiated lessons catering for learning needs</p> <p>2 lessons per day (according to timetable) 1 per teaching area in junior curriculum</p> <p>Guided discussion to support GST to review data and evidence of assessed learning to inform next step planning</p> <p>Guided discussion to support GST to</p> <ul style="list-style-type: none"> • identify learning goals with respect to curriculum content and specific learning needs based on the analysed evidence of learning • identify the relevant ACARA links for each learning outcome • draw GST’s attention to the constructive alignment of content, pedagogy and assessment • identify teaching strategies that are responsive to the needs of students from diverse backgrounds 	<p>Adopt and support SBTE’s approach to fostering a positive learning environment, with specific focus on Pre-intervention and post-intervention strategies to engage learners</p> <p>Gradual Release of Responsibility for GST to take over the Lead Teacher Role</p> <p>Co-teach 2 lessons per day (according to timetable) 1 per teaching area in the junior curriculum Team Teaching Model of choice</p> <p>Select and plan for a range of pedagogical strategies that allow you to teach the required curriculum to your students</p>	<p>GST collects and gathers evidence of learner progression during the taught lessons – the assessed learning</p> <p>Adopt SBTE’s approach to provide timely feedback to support learner progression</p> <p>Appraise with SBTE guidance the impact of the pedagogical decisions, drawing on evidence of learning from the 3 focus students to inform ongoing planning decisions</p> <p>Ethically & confidentially complete Individual Learner Profiles, including the chosen project student</p>	<p>Co-reflect upon student engagement</p> <p>Seek targeted feedback in relation to key aspects of your practice</p> <p>Annotate lesson plans – reflective of adjustments</p> <p>Co-analyse evidence of learning to identify suggestions for next step in learning</p> <p>Incorporate SBTE feedback into next step planning</p> <p>Co-reflect with SBTE against ED5955 Final Report</p> <p>Finalise written reflection that synthesises your professional learning for Week 3, incorporating scholarly references</p> <p>Discuss your reflection with SBTE</p> <p>Articulate professional goals for your next phase (ED5965) of Professional Experience</p>

Suggested Focus Points using the Portfolio artefacts to engage in Professional Conversations with SBTE during Week 3

What feedback strategies do you use to ensure students understand what is required to make effective progress?

Which data sources do you use to support the delivery of feedback to students?

Identify the sources of information used at the school and classroom levels to inform planning decisions.

Discuss your emerging teacher identity and the construct of ideas of ‘how to be’, ‘how to act’ and ‘how to understand’ your capabilities and dispositions.

ED5955 Professional Experience Portfolio

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

The table below summarises the relevant artefacts of the Professional Experience Portfolio for the Placement. It is a **working document** and not an exhaustive list. The Graduate Student Teacher will **discuss** the required artefacts for assessment with the Site-Based Teacher prior to or on the first day of the Professional Experience Phase. **Consistently** throughout the Placement, Graduate Student Teachers share and discuss the collected and annotated artefacts of the Portfolio. This supports the Site-Based Teacher Educators to inform their assessment of the Graduate Student Teacher's performance during the Professional Experience Phase.

The specific artefacts chosen in each section should be purposefully selected and curated, so they are evidence of GST's capacities in relation to each of the relevant Australian Professional Standards for Teachers, as outlined in Reports.

Portfolio Requirements	Artefacts that can support the demonstrations of the assessed Standards This is not a Checklist
Planning effectively	<p><i>Collecting and interpreting baseline data to establish students' learning needs and current levels of performance</i></p> <ul style="list-style-type: none"> • records and observations of classroom talk and patterns of interactions • learner profiles generated by school/SBTE • systemic school-based data, <u>if available</u> (e.g., OneSchool data) • copies of earlier teacher assessments, both for formative and summative purposes, annotated by the GST with regards to how this information was used to inform the planning process • standardised test data at class level, annotated by the GST with regards to how this information was used to inform the planning process • Anecdotal data annotated by GST with regards to how this information was used to inform the planning process, teaching or managing the safety of a student
	<p><i>Establishing differentiated learning goals and organising content into effective learning and teaching sequences, with specific attention to literacy and numeracy demands of the curriculum areas under focus</i></p> <ul style="list-style-type: none"> • Two of SBTE's lesson plans with post-implementation annotations based on observations • Written reflections evidencing the incorporation of SBTE strategies, which include links to scholarly reference materials
Teaching effectively	<p><i>Enacting plans and evidencing the impact of pedagogical decisions on student learning</i></p> <ul style="list-style-type: none"> • Exemplars of differentiated learning tasks, including resources customised or created by the SBTE, to facilitate student learning with their annotations • Descriptions of a range of teaching strategies that SBTE has implemented, including the use of ICTs, to engage students in their learning • Descriptions of a range of teaching strategies employing the general capabilities (link how and which general capabilities are being addressed) • Written reflections on the next steps for teaching based on evidence of student learning; application of SBTEs' feedback with links to scholarly reference material
Managing effectively	<p><i>Create and maintain supportive and safe learning environments.</i></p> <ul style="list-style-type: none"> • Annotated the school's safe and supportive policies on where and how they are implemented into classroom practice • Document expectations of student learning and behaviour that show care for individuals, as well as considerations of school policy • Document SBTEs' feedback on communication skills and the strategies implemented in fostering learning and inclusive engagement • Written reflections, including reflection on the application of SBTEs' feedback with links to scholarly reference material

Assessing and Recording Learning	<p>Assess, provide feedback and report on student learning</p> <ul style="list-style-type: none"> • Notes from discussion or observation of SBTE’s data-gathering tools • Exemplars of assessment tasks (diagnostic, formative or summative) accompanied by GSTs’ post-implementation annotation • Exemplars of written feedback GSTs have provided to their students to support progression
Professional Conduct	<p>Engage professionally with colleagues, parents/carers and the community</p> <ul style="list-style-type: none"> • Document SBTE’s feedback on their understanding and adherence to legislative requirements • Document participation in school activities (one page): duties, staff meetings, PDs • Annotation of key school policies and procedures (selected samples)
<p>Ensure you have your Portfolio when attending Professional Experience Workshops</p>	



ED5955 Integrated Coursework Attendance & Completion Report

The GST is to return by the SCHEDULED DATE the signed Record of Attendance and Completion to the [Student Placements Team](#) to be recorded as competent to proceed

Completion of 5 Integrated Coursework Days is required to **pass the subject** and therefore must be **completed** and **submitted** by the **END of the FIRST** Exam Week **JUNE 12th**

Name		Student ID:	
School			

Day	Date	Grade	Subject	SBTE Name	SBTE Signature
ED5955					
1					
2					
3					
4					
5					

Study Period 1 Integrated Coursework Suggested Activities

As part of their coursework, Graduate Student Teachers are required to negotiate access to the classroom for specific learning areas. The essential focus these days in schools is to ensure the integration of learning from each subject during the study period with the overall focus of the phase. Suggested focus activities for each subject in the phase align with the phase focus. The activities should be documented with samples in the Professional Experience Portfolio.

Subject code	Subject name	Suggested Activities/Professional Discussions This is not a prescriptive list	Portfolio Suggested Items to support GST's Integrated Learning
ED5956	Junior Curriculum 1	<p>Activities:</p> <ul style="list-style-type: none"> • Identification of curriculum documents and resources used to plan, teach and assess in a teaching area • Identify how literacy and numeracy capabilities are supported across the curriculum. • Identify the preventative, corrective approaches to support a safe learning environment • Observe the teacher's responsiveness to 'real-time' student learning needs and how they make pedagogical decisions to adjust the intended plan • Observe how the teacher engages with students to develop interpersonal interactions <p>Discussion:</p> <ul style="list-style-type: none"> • Identification of curriculum documents and resources used to plan, teach and assess in a teaching area. Evidence of how literacy and numeracy capabilities are supported across the curriculum. • Does the school have a restorative practice approach to address challenging behaviour? • How does an understanding of how your students learn impact the way in which you plan for learning? • Guided discussion to support GST to use relevant curricular resources to discuss curriculum considerations required to inform planning 	<p>Documented lesson observation, annotated lesson plans and curriculum resources</p> <p>Documented lesson observation, annotated lesson plans and curriculum resources</p> <p>An example of Behaviour Management Plan Documentation of the adoption of interdisciplinary skills in the lesson/subject</p> <p>Annotated administrative, organisational, and legislative requirement policies</p> <p>Examples of the incorporation of ICT to engage students in their learning</p> <p>Examples of strategies to support the literacy and numeracy demands of learning tasks</p> <p>Specific data to support Subject Assessment</p>
ED5957	Junior Curriculum 2	<p>Activities:</p> <ul style="list-style-type: none"> • Identification of curriculum documents and resources used to plan, teach and assess in a teaching area. Evidence of how literacy and numeracy capabilities are supported across the curriculum • Identify strategies to support inclusive student participation and engagement in classroom activities • Observe and record differentiated strategies to support student needs and strengths • Observe formative assessment strategies to reflect student learning 	<p>Observation notes reflecting upon the success of strategies to support student engagement</p> <p>Examples of the incorporation of ICT to engage students in their learning</p> <p>Examples of strategies to support the</p>

		<p>Discussion</p> <ul style="list-style-type: none"> • Guided discussion to support GST to use relevant curricular resources to discuss curriculum considerations required to inform planning • How is the assessment of learning used to plan for future learning goals and pathways for students • How does the school responsively and respectfully engage parents/carers in student learning? What examples of student work would you use to explain student progress at a parent/teacher interview? 	<p>literacy and numeracy demands of learning tasks</p> <p>Specific data to support Subject Assessment</p>
ED5959	Planning for Engaging Learning in Secondary Contexts	<p>Activities:</p> <ul style="list-style-type: none"> • Observe and record teaching strategies and how students engage in learning and interact with their peers • Observe the alignment of the intended, enacted and assessed learning • Conduct classroom observations – Classroom Management, Lesson Structure, Teaching Strategies, Indicators of Student Engagement <p>Discussion:</p> <ul style="list-style-type: none"> • What decisions are considered in the planning of a lesson? • The correlation between establishing class routines procedures and establishing a safe and supportive learning environment – how does this support learning? • Discuss practical approaches to manage challenging behaviour to support inclusive participation and engagement. • Ways to establish positive classroom environments to support student engagement. • Planning for engaging learning has the focus of a ‘plan’ – procedure for a lesson, a product and the broader view of ‘planning’. Discuss the broader perspective. • The engagement of learning and how do we know if learning has occurred? • How do we assess if learning has happened, and what do we do next? 	<p>Examples of lesson plans Classroom Observation Templates – (Professional Experience Community Site)</p> <p>Specific data to support Subject Assessment</p>

ED5955 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 the completion of Placement to support the Graduate Teachers' subject progression.

Please cc GST 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 Area 1	Teaching Area 2	
To Meet Accreditation			
GST is required to have a spread of subjects in both teaching areas in the Junior Curriculum			
Teaching Area 1 -		Teaching Area 2 -	
Year Level	Subject	Year Level	Subject
	Office Use Only – Met MTL Program Accreditation Requirements, providing both teaching areas in Junior Curriculum subjects		
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;">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		

Graduate Student Teachers are introduced to the APST at this stage of learning. The Placement focuses on Graduate Student Teachers' perspectives on learners and how these perspectives can shape their practices.		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Planning effectively				
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1			
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3			
Organise content into an effective learning and teaching sequence.	APST 2.2			
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1			
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	APST 3.2			
<i>Constructive feedback to support GST to plan for their next Placement. Focus areas to support GST in collecting fit-for-purpose data to gauge learners' needs and readiness for learning and to inform differentiated planning to meet the needs of diverse learners.</i>				

Teaching effectively – enactment of teaching

		Well Developed	Developing Adequately	Not Developing
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1			
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5			
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3			
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	APST 1.4			
Demonstrate broad knowledge of, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4			

*Constructive feedback should support the GST in **planning** for the next Placement. It should include how they have sought or applied feedback to improve teaching practices. Focus areas should guide how the GST applies content knowledge and teaching strategies, engages students through effective communication, uses feedback to improve, and demonstrates understanding and respect for Aboriginal and Torres Strait Islander histories, cultures, and ways of knowing.*

Managing effectively - create safe and supportive learning environments

		Well Developed	Developing Adequately	Not Developing
Identify strategies to support inclusive student participation and engagement in classroom activities	APST 4.1			
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2			
<i>Constructive feedback to support GST to plan for their next Placement. Focus areas to support GST planning for a safe environment that provides students with the opportunity to achieve learning goals by utilising Tier 1 Universal support strategies and micro-skills for classroom management.</i>				

Assessing Learning – evidence of student learning

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2			
<i>Constructive feedback to support GST to plan for their next Placement. Focus areas that will support the GST plan and implement levelled feedback to learners to progress their learning.</i>				

Professional Conduct

Describe strategies that support students' well-being and safety working within the school and/or system, curriculum and legislative requirements.	APST 4.4			
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1			
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2			

*Constructive feedback to support GST to **plan** for their next Placement. Focus areas to support GST in developing a commitment to Professional Engagement through self-reflection on their own professional knowledge, practice, and engagement.*

Professional Experience Overall Result		Requirements	
Satisfactory <input type="checkbox"/>		Unsatisfactory <input type="checkbox"/>	Completed 15 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
			Had junior curriculum subjects across BOTH teaching areas
Preservice teacher's name		Signature	
Supervising teacher's name		Signature	
Site coordinator's name		Signature	

ED5965 Placement Goals

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED5965

This infographic explains the overarching goals for the ED5965 Work Integrated Professional Experience program

GOAL 1

Design, implement and evaluate curriculum, assessment and differentiated learning opportunities, with a view to enhanced learning outcomes for all students



GOAL 2

Understand assessment strategies, and interpret student assessment data to evaluate student learning and modify teaching practice



GOAL 3

Support the full participation of students with a disability



GOAL 4

Observe approaches to support students' well-being and safety working within school and/or system, curriculum and legislative requirements



ED5965: Weekly Learning Tasks in Detail

Observation, Professional Dialogue, Learner Profiling

Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect upon the impact of teaching and learning decisions (Appraise)
1	<p>Engage in a professional expectations dialogue with SBTE</p> <p>Discuss Placement Reflective Analysis from ED5955 placement to support ED5965 professional goals</p> <p>Collect relevant school policies (inclusive policies) and annotate to show evidence of their observations of enactment in the classroom, e.g., discipline, well-being, bullying, risk assessment</p> <p>Discuss planned strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements</p> <p>Discuss planned differentiation for a minimum of 3 focus students</p> <p>GST documents the differentiated plan with such considerations, e.g., curriculum, environment, learning experience, affect, wellbeing</p>	<p>SBTE model behaviour management strategies and the difference between challenging behaviours and strategies to support inclusive student participation and engagement in classroom learning tasks for all students</p> <p>SBTE model and GST observe and record the enactment of the differentiated strategies to engage student learning</p> <p>Observe and record the inclusive teaching strategies, particularly with students with a disability</p> <p>GST provides incidental support to help students engage in class activities (individual and small groups)</p> <p>GST take the initiative to know learners</p>	<p>Gather suitable literacy and numeracy data and evidence (from the sources available) to understand literacy and numeracy demands and achievement standards for subject-specific content</p> <p>Observe and record inclusive strategies to assess learning, particularly with students with a disability</p> <p>Ethically & confidentially gather student learning plans - data on student learning and achievement data & evidence collected for NCCD</p> <p>Ethically & confidentially begin developing 3 focus student profiles whose current performances are representative of 'below' 'at' 'above' achievement standard</p>	<p>Co-reflect with SBTE</p> <ul style="list-style-type: none"> • school discipline and welfare policies • school behaviour management inclusion/inclusive education policies in relation to class routines/positive classroom behaviour management plans <p>Co-reflect upon your observations of differentiated teaching strategies and practices for assessing learning and student engagement for diverse learning needs of students, including those with a disability</p> <p>Co-reflect on observed teaching practices (what was evidence of learning and evidence of how learning didn't meet the planned learning intentions</p> <p>Co-analyse the assessed learning evidence to assist your evaluation of student learning progress towards formative or summative assessment and how teaching practice will be modified</p> <p>Review the evidence of your professional learning; reflect on your initial personal statement of inclusive education teaching (Portfolio) and amend your personal statement (generated before Week 1) to reflect your new professional learnings</p>

Suggested Focus Points using the **Portfolio artefacts** to engage in Professional Conversations with SBTE during Week 1

- How chosen routines and procedures impact a supportive, inclusive, and safe learning environment—learner diversity within the class and its functional impact on learning and learning planning.
- NCCD reporting requirements and the moderation processes with the school, including disability categories and what constitutes evidence. Reporting requirements, including NCCD and the significance of the profession.
- Behaviour management strategies, the difference between challenging behaviours and strategies, and how to support inclusive student participation and engagement in classroom learning tasks for all students.

Co-plan and Co-teach with SBTE as Lead Teacher - Gradual Release of Responsibility for GST to take over Lead Teacher Role when co-planning and co-teaching both teaching areas – the senior curriculum

Week	What is the intended learning? (Plan)	How will you enact the lesson?(Teach)	How will you assess learning? (Assess)	Reflect upon the impact of teaching and learning decisions - (Appraise)
2	<p>Discuss planning considerations and teaching strategy choices, particularly in literacy and numeracy, to support learners' <i>'readiness'</i>, needs and strengths – include inclusive pedagogical choices of teaching strategies, inclusive language, particularly with students (if applicable) with a disability</p> <p>Review selected data and evidence (from the sources available) to understand learners and plan for their next step learning</p> <p>Support GST to analyse the curriculum demands for the lesson ensuring they are aware of the alignment required between assessment tasks and the sequence of lessons for the week</p> <p>Co-planning discussion for all lessons - both teaching areas in the senior curriculum</p> <p>Guided Planning considerations</p> <ul style="list-style-type: none"> • SBTE's expectations of written documentation for planned lessons for SBTE to review, e.g., lesson procedure and transition between stages and lesson plan format for GST to take Lead Teacher role responsibilities • learning needs and readiness to inform the planning of a sequence of lessons • lessons are to be differentiated and demonstrate inclusive strategies (e.g., academic, social/emotional wellbeing, ecological, behaviour management) • resources, including ICT to expand learning opportunities, particularly for students with a disability • classroom management strategies to support learners' needs and strengths, particularly students with a disability 	<p>Co-teach lessons for both teaching areas – senior curriculum with SBTE as Lead Teacher</p> <p>SBTE is the Lead Teacher providing Gradual Release of Responsibility as the week progresses - for GST to take the responsibility of Lead Teacher for the co-teaching Team Teaching Model of choice</p> <p>Model SBTE's approach with classroom management strategies (observed in Week 1) to support all learners' needs and strengths, particularly students with disabilities</p> <p>Adopt and support SBTE's approach to managing challenging behaviours</p> <p>Support student learning with a focus on being inclusive and exploring inclusive language and practices</p>	<p>Observe and record the strategies to assess for learning and how SBTE makes pedagogical adjustments to the intended plan</p> <p>Observe the types and timing of feedback provided to support learner progress</p> <p>Assess for learning during co-taught lessons and provide student feedback (particularly with students with a disability) and advice on how to improve their progression towards meeting either summative or formative assessment tasks</p> <p>Observe and record classroom management strategies, to support all learners' needs and strengths, particularly with students with a disability</p> <p>Observe how the 3 focus students engage in learning and interact with their peers</p>	<p>Co-reflect upon:</p> <ul style="list-style-type: none"> • The alignment of curriculum, pedagogy and strategies for assessing learning between your intended plan and the enacted teaching • Strategies for assessment • The assessed learning (what was evidence of learning and evidence of how learning didn't meet the planned learning intentions) • Next step planning for intended learning based on analysis of assessed learning <p>Reflections at the end of the lessons where differentiation (including adjustments) occurred in real-time, according to student need, and was not previously planned</p> <p>Appraise the impact of the chosen pedagogical decisions in each of the co-taught lessons in light of scholarly learning from coursework theory</p> <p>Seek targeted feedback in relation to key aspects of your practice against the focus APSTs</p> <p>Incorporate SBTE feedback into next step planning</p> <p>Finalise written reflection that synthesises your professional learning for Week 2, incorporating scholarly references</p> <p>Co-reflect with SBTE against ED5965 report</p>

Suggested Focus Points using the Portfolio artefacts to engage in Professional Conversations with SBTE during Week 2

The rationale for and commitment to using ICT-based learning to engage students What needs to be considered when selecting digital curriculum resources and tools? What are the success indicators that can be used for measuring the effectiveness of ICT for learning?

Independent planning and teaching of all lessons for both teaching areas – senior curriculum				
Week	What is the intended learning? (Plan)	How will you enact the lesson?(Teach)	How will you assess learning? (Assess)	Reflect upon the impact of teaching and learning decisions - (Appraise)
3	<p>Review assessed learning data and evidence to date to plan for their next step learning</p> <p>Ensure to review the curriculum demands of the current unit and the alignment required between assessment tasks and the sequence of lessons</p> <p>Independently plan all subjects spread across both teaching areas – senior curriculum</p> <p>Independent Planning considerations</p> <ul style="list-style-type: none"> • feedback from co-reflections and teaching practice to inform next step learning • identify relevant ACARA links for learning outcomes • differentiated inclusive strategies for all learners, e.g., academic, social/emotional well-being, ecological and behaviour management • learning goals that provide achievable challenges for students of varying abilities • selection of resources to support student engagement in their learning, including the social and ethical protocols and practices for ICT resources • provision of ICT for students to communicate, investigate and create solutions to challenges and learning area tasks • inclusion of methods/strategies to assess prior knowledge and formative assessment points during lessons to gain learner understanding 	<p>Select and plan for a range of pedagogical strategies that allow you to teach the required curriculum to your students</p> <p>Independently teach all senior curriculum classes for both teaching areas using the selected pedagogical framework</p>	<p>Monitor learner understanding of lesson intentions/outcomes and modify (if required) the intended plan to support learner progression</p> <p>Assess for learning and provide student feedback and advice on how to improve their progression towards meeting either summative or formative assessment</p>	<p>Annotate lesson plans with modifications/adjustments according to student needs</p> <p>Appraise the impact of the pedagogical decisions, drawing on evidence of learning from the 3 focus students to inform ongoing planning decisions</p> <p>Critically reflect upon the impact of your chosen pedagogical decisions in light of scholarly learning from coursework theory, and how it can inform future planning and improve pedagogy</p> <p>Seek targeted feedback in relation to key aspects of practice including the incorporated differentiation and inclusive strategies (e.g., academic, social/emotional wellbeing, ecological, behaviour management)</p> <p>Incorporate SBTE feedback into next step – planning or enactment of teaching</p> <p>Co-reflect with SBTE against ED5965 Formative Report</p> <p>Finalise written reflection that synthesises your professional learning for Week 3, incorporating scholarly references & discuss with SBTE</p>
<p>Suggested Focus Points using the Portfolio artefacts to engage in Professional Conversations with SBTE during Week 3</p> <p>Ways to identify when it is more appropriate to use open or closed questions.</p> <p>Effective strategies to use to consolidate students' understanding of complex concepts. Methods to assess students' prior learning.</p> <p>What are the benefits and risks of personalising the teaching content by drawing upon your own or your students' lives and experiences? Ways to connect classroom content with real-world problems or students' own experiences?</p>				

Independent planning and teaching of all lessons for both teaching areas – senior curriculum				
Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect upon the impact of teaching and learning decisions - (Appraise)
4	<p>Review assessed learning data and evidence to date to plan for their next step learning</p> <p>Ensure to review the curriculum demands of the current unit and the alignment required between assessment tasks and the sequence of lessons</p> <p>Independently plan a full-time load with subjects spread across both teaching areas – senior curriculum.</p> <p>Independent Planning considerations</p> <ul style="list-style-type: none"> • feedback from co-reflections and teaching practice to inform next step learning • identify relevant ACARA links for learning outcomes • differentiated inclusive strategies for all learners, e.g., academic, social/emotional well-being, ecological and behaviour management • learning goals that provide achievable challenges for students of varying abilities • selection of resources to support student engagement in their learning, including the social and ethical protocols and practices for ICT resources • provision of ICT for students to communicate, investigate and create solutions to challenges and learning area tasks • inclusion of methods/strategies to assess prior knowledge and formative assessment points during lessons to gain learner understanding 	<p>Select and plan for a range of pedagogical strategies that allow you to teach the required curriculum to your students</p> <p>Independently teach all senior curriculum classes for both teaching areas using the selected pedagogical framework</p>	<p>Monitor learner understanding of lesson intentions/outcome and modify (if required) the intended plan to support learner progression</p> <p>Assess for learning and provide student feedback and advice on how to improve their progression towards meeting either summative or formative assessment</p> <p>Collate a summary of learner progress to discuss with SBTE for a handover</p>	<p>Annotate lesson plans with modifications/adjustments according to student needs</p> <p>Appraise the impact of the pedagogical decisions, drawing on evidence of learning from the 3 focus students to inform ongoing planning decisions</p> <p>Critically reflect upon the impact of your chosen pedagogical decisions in light of scholarly learning from coursework theory and how it can inform future planning and improve pedagogy</p> <p>Seek targeted feedback in relation to key aspects of practice including how the incorporated differentiation and inclusive strategies (e.g., academic, social/emotional wellbeing, ecological, behaviour management)</p> <p>Incorporate SBTE feedback into next step – planning or enactment of teaching</p> <p>End of Placement Evaluation:</p> <ul style="list-style-type: none"> • SBTE evaluates GST's professional learning against the report • SBTE will discuss the Professional Experience portfolio to inform their assessment of the GST's

				<p>performance over the Professional Experience phase</p> <ul style="list-style-type: none"> • GST reflects upon and revises written philosophy in light of the new learnings from this placement and the decisions made while teaching, in light of scholarly learning from coursework theory about inclusive education
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Suggested Focus Points using the Portfolio artefacts to engage in Professional Conversations with SBTE during Week 4

Strategies for reporting to students, parents/ carers, and the purpose of keeping accurate and reliable records of student achievement.

The school's reporting procedures and policies.

Moderation and its application to support consistent and comparable judgements of student learning.

Articulate professional goals for the next phase (ED5979) of Professional Experience.

ED5965 Professional Experience Portfolio

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

The table below summarises the relevant artefacts of the Professional Experience Portfolio for the Placement. It is a **working document** and not an exhaustive list. The Graduate Student Teacher will **discuss** the required artefacts for assessment prior to or on the first day of the Professional Experience Phase with the Site-Based Teacher. **Throughout the Placement, Graduate Student Teachers share and discuss** the collected and annotated artefacts of the Portfolio. This supports the Site-Based Teacher Educators in assessing the Graduate Student Teacher's performance during the Professional Experience Phase.

The specific artefacts chosen in each section should be purposefully selected and curated, so they are evidence of GST's capacities in relation to each of the relevant Australian Professional Standards for Teachers as outlined in Reports.

Portfolio Requirements	Artefacts that can support the demonstrations of the assessed Standards This is not a Checklist
Planning effectively	<p><i>Collecting and interpreting baseline data to establish students' learning needs and current levels of performance</i></p> <ul style="list-style-type: none"> • records and observations of classroom talk and patterns of interactions that reflect inclusive language • learner profiles generated by school/SBTE • systemic school-based data if available (e.g., OneSchool data) • copies of earlier teacher assessments, both for formative and summative purposes, annotated by the GST with regards to how this information was used to inform the planning process • standardised test data at class level, annotated by the GST with regards to how this information was used to inform the planning process
	<p><i>Establishing differentiated learning goals and organising content into effective learning and teaching sequences, with specific attention to literacy and numeracy demands of the curriculum areas under focus</i></p> <ul style="list-style-type: none"> • Two of SBTE's lesson plans with post-implementation annotations based on observations • Written reflections evidencing the incorporation of SBTE strategies which include links to scholarly reference materials • Independently planned lesson to demonstrate where differentiation has been planned for (individual, groups). Consider reflections at the end of the lesson where differentiation (including adjustments) occurred in real-time, according to student need, and was not previously planned • Dependent on context: Record of how SBTE, as well as learning support specialists, support the learning needs and strengths of students with disability
Teaching effectively	<p><i>Enacting plans and evidencing the impact of pedagogical decisions on student learning</i></p> <ul style="list-style-type: none"> • Unit plan samples for subject-specific areas • De-identified IEP or ILP unit • Minimum of one lesson plan for each teaching area. Each lesson plan must include exemplars of differentiated learning activities, including resources customised or created by the GST, to facilitate student learning. GST's annotations must accompany these documents to demonstrate links to APSTs and the learning goals of students

	<ul style="list-style-type: none"> • Descriptions of a range of teaching strategies employing the general capabilities • Descriptions of a range of teaching strategies that GST has implemented, including the use of ICTs, to engage students in their learning • Written reflections on the next steps for teaching based on evidence of student learning; application of SBTE’s feedback with links to scholarly reference material
Managing effectively	<p>Create and maintain supportive and safe learning environments</p> <ul style="list-style-type: none"> • Annotated school’s safe and supportive policies • Document expectations of student learning and behaviour that show care for individuals, as well as considerations of school policy • Collect school discipline and welfare policies/ school behaviour management inclusion/inclusive education policies • Document SBTE’s feedback on communication skills and the strategies implemented in fostering learning and engagement • Written reflections, including reflection on the application of SBTEs’ feedback with links to scholarly reference material
Assessing and Recording Learning	<p>Assess, provide feedback and report on student learning</p> <ul style="list-style-type: none"> • Notes from discussion or observation of SBTE’s data gathering tools • Annotation on exemplars of assessment tasks used by SBTE (diagnostic, formative or summative) • An exemplar of a diagnostic or formative assessment task created by GST used to guide student learning • Exemplars of written feedback that GSTs provided to their students • Pre and post-tests GST has implemented to monitor and evaluate student learning • Record of moderation practices with SBTE • 2 Exemplars of annotated student work, evidencing achievement of intended learning goals (1 with a student with a disability) • Written reflections, including reflection on the application of SBTEs’ feedback regarding GSTs’ capacities to assess student learning and provide targeted feedback to inform the next steps for the student to improve. These reflections should include links to scholarly reference material
Professional Conduct	<p>Engage professionally with colleagues, parents/carers and the community</p> <ul style="list-style-type: none"> • Document SBTE’s feedback on their understanding and adherence to legislative requirements (inclusive education) • Document participation in school activities: duties, staff meetings, PDs • Annotation of key school policies and procedures (selected samples) • Lesson plans, observation notes, annotated school and system policies and procedures, or reflections that show awareness and implementation of policies covering, for example, discipline, welfare, bullying, risk assessment
<p>Ensure you have your Portfolio when attending Professional Experience Workshops</p>	

ED5965 Integrated Course Work Attendance & Completion Report

The GST is to return by the SCHEDULED DATE the signed Record of Attendance and Completion to the [Student Placements Team](#) to be recorded as competent to proceed

Completion of 7 Integrated Coursework Days is required to **pass the subject** and therefore must be **completed & returned BEFORE** the commencement of Exam Week

Name		Student ID:	
School			

Day	Date	Grade	Subject	SBTE Name	SBTE Signature
ED5965					
1					
2					
3					
4					
5					
6					
7					

Study Period 2 Integrated Coursework Suggested Activities

As part of their coursework, Graduate Student Teachers are required to negotiate access to the classroom for specific learning areas. The essential focus these days in schools is to ensure the integration of learning from each subject during the study period with the overall focus of the phase. Suggested focus activities for each subject in the phase align with the phase focus. The activities should be documented with samples in the Professional Experience Portfolio.

Subject code	Subject name	Suggested Activities/Professional Discussions This is not a prescriptive list	Portfolio Suggested Items to support GST's Integrated Learning
ED5966	Senior Curriculum 1	<p>Activities:</p> <ul style="list-style-type: none"> • Identification of curriculum documents and resources used to plan, teach and assess in a teaching area • Identification of intervention to address specific learning issues identified through the interpretation of assessment data • How is formative assessment used to improve student learning outcomes • Observation of the effective use of feedback to support student learning progression • Observation of how teachers modify teaching strategies or content decisions as a result of analysis of student data • Observation of how rubrics or assessment design criteria are used to make an evaluation • Use an example of a summative assessment task to attempt to make an accurate, consistent judgement using the marking rubric • Participate in a moderation meeting – if possible <p>Discussions:</p> <ul style="list-style-type: none"> • How do you ensure that your assessments of student learning are consistent and comparable? • What features or processes should be used in an effective assessment moderation? • How to clarify what students need to learn and how to design assessment tasks that provide opportunities for students to demonstrate evidence of learning 	<p>Documented lesson observation, annotated lesson plans and curriculum resources</p> <p>Types of work samples used to analyse and evaluate student understanding of core concepts</p> <p>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning</p> <p>Documented senior schooling policies and practices</p> <p>Specific data to support Subject Assessment</p>
ED5967	Senior Curriculum 1	<p>Activities:</p> <ul style="list-style-type: none"> • Identification of curriculum documents and resources used to plan, teach and assess in a teaching area. • Identify evidence of senior curriculum assessment, feedback and moderation practices • Observation of ways to support parents/carers to promote student learning at home? <p>Discussion:</p> <ul style="list-style-type: none"> • How do you apply a strength-based approach to the ongoing cycle of planning? • What strategies could you use to engage parents/carers from non-English speaking 	<p>Documented lesson observation, annotated lesson plans and curriculum resources</p> <p>Documentation of school/teacher's collaborative partnership programs with families that support student learning?</p> <p>How could systems and processes used or in</p>

		<p>backgrounds?</p> <ul style="list-style-type: none"> • What opportunities from a school approach/individual teacher’s approach are provided for parents/carers to be involved in their student’s learning? • How to prepare for a parent/carer interview? 	<p>place within your school be improved to engage parents/carers?</p> <p>Documented effective methods for communication with parents/carers</p> <p>Specific data to support Subject Assessment</p>
ED5958	Literacy and Numeracy for Secondary Teachers	<p>Activities:</p> <ul style="list-style-type: none"> • Co-reflect with SBTE about your observations of literacy teaching strategies for supporting the development of comprehending texts through listening, reading and viewing and composing texts through speaking, writing and creating • Observe the approaches a teacher employs to cater for individual language and literacy learning needs of all students in their room • Observe the literacy strategies/approaches to the planning for, teaching and assessment of EAL/D learners • Observe how a range of stimulus materials/texts are incorporated into their lessons for students to source information • Observe ways to support students’ diverse needs and strengths and the role ICT tools play to facilitate and showcase learning development • Identification of sources of information used to understand student numeracy levels and responses to these capabilities across the curriculum • Identify ways teachers foster independence, self-direction and motivation for students to stay on task <p>Discussions:</p> <ul style="list-style-type: none"> • Developing a critical literacy classroom - what are the challenges involved in implementing critical literacy practices? What role does critical literacy play in your teaching? • How do we support our students in becoming literate for the 21st century – moving from a print to a digital culture? The multi-literacy classroom • What are the challenges of this diversity and what it brings to teaching language and literacy? Is there a whole-school approach to literacy and numeracy? • During SBTE’s teaching career, have they observed patterns of numeracy results and students’ dispositions towards numeracy? Certain variables, such as background, motivation, and social support, could lead to student attitudes towards numeracy • Discuss the approaches the teacher has employed to develop a more positive disposition towards numeracy for students • What are the benefits of identifying explicit success criteria in lessons? 	<p>Documented evidence of data sources and examples of how they are used in planning literacy and numeracy</p> <p>Documented examples of opportunities for students to develop multi-literacies in meaningful and authentic ways</p> <p>Evidence of approaches or resources to assist students in critically analysing texts</p> <p>Document examples of assessments that determine literacy and numeracy levels and how the practices serve stakeholders</p> <p>Documented evidence of how language development has been influenced by a student’s social context, e.g., immediate family, the people and groups they interact with socially and their geographic and cultural environments</p> <p>Examples of the numeracy demands of learning tasks – other than mathematics and the strategies to scaffold to support the needs of the learner</p> <p>Specific data to support Subject Assessment</p>

ED5965 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 the completion of Placement to support the Graduate Teachers' subject progression.

Please cc GST 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 Area 1	Teaching Area 2	
To Meet Accreditation			
GST is required to have a spread of subjects in both teaching areas in the Senior Curriculum			
Teaching Area 1 -		Teaching Area 2 -	
Year Level	Subject	Year Level	Subject
	Office Use Only – Met MTL Program Accreditation Requirements, providing both teaching areas in Senior Curriculum subjects		
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: #f28b82;">SUCCESSFUL DEMONSTRATION OF ENGAGEMENT LEVEL</p> <ul style="list-style-type: none"> > with minimal advice and support, is able to link/design/source ... > is predominantly 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 ... 		
Not developing adequately	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage		

In this phase of professional development, Graduate Student Teachers focus on pedagogical practices that support learning, especially through differentiated practice for diverse students. By the end of this phase, Graduate Student Teachers demonstrate understanding and application of APSTs at an 'introduced and developed' level.		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Planning effectively				
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1			
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3			
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5			
Organise content into an effective learning and teaching sequence.	APST 2.2			
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3			
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5			
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1			
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2			
Tick 'NA' if unable to assess in the school context Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	APST 1.6			
<i>Constructive feedback to support GST to plan for their final Placement to meet Graduate level. Focus areas to support GST to use learner and assessment data to set achievable goals, plan sequenced lessons, and differentiate (including literacy/numeracy and reasonable adjustments) to meet the needs of diverse learners.</i>				

Teaching effectively – enactment of teaching

		Well Developed	Developing Adequately	Not Developing
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1			
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6			
Include a range of teaching strategies.	APST 3.3			
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4			
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5			
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6			
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3			

*Constructive feedback to support GST to **plan** for their final Placement to meet Graduate level by strengthening content and teaching-strategy knowledge, using a range of strategies and ICT/resources, communicating effectively (verbal and non-verbal) to engage students, evaluating program impact on learning, and seeking/applying feedback to improve practice.*

Managing effectively - create safe and supportive learning environments

		Well Developed	Developing Adequately	Not Developing
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1			
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2			
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3			
<p><i>Constructive feedback to support GST to plan for their final Placement to meet Graduate level. Focus areas to support GST in planning for inclusive participation and engagement, organising classroom activities with clear routines and directions, and applying practical strategies to prevent and respond to challenging behaviour.</i></p>				

Assessing Learning – evidence of student learning

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1			
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2			
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4			
<p><i>Constructive feedback to support GST to plan for their final Placement to meet Graduate level. Focus areas to support GST to triangulate informal and formal assessments (diagnostic, formative, and summative), provide timely feedback that moves learning forward, and use the evidence to review impact and refine next steps in teaching.</i></p>				

Professional Conduct

Describe strategies that support students' well-being and safety working within the school and/or system, curriculum and legislative requirements.	APST 4.4			
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	APST 4.5			
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1			
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2			

*Constructive feedback to support GST to **plan** for their final Placement to meet Graduate level. Focus areas to support GST in developing a commitment to Professional Engagement through self-reflection on their own professional knowledge, practice, and engagement.*

Professional Experience Overall Result		Requirements	
Satisfactory <input type="checkbox"/>		Unsatisfactory <input type="checkbox"/>	Completed 20 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 Had senior curriculum subjects across BOTH teaching areas
Preservice teacher's name			Signature
Supervising teacher's name			Signature
Site coordinator's name			Signature

Placement Appendices

All digital PDF and Word Format Appendices are in the Professional Community Site – Resources – MTL Placement – Templates Folder. Please **download** the required Templates in preparation for Placement.

Integrated Coursework Days Record Sheet per Placement

Class Profile Template

Learner Profile Template

Observation Template

Lesson Structure Template

Teaching Strategy Template

Differentiated Observation Template

Learner Understanding and Feedback Template

Observation Classroom Management Template

Observation of Student Engagement Template

Lesson Plan Template

