Bachelor of Education (Secondary Education)

1st Year Professional Experience Handbook

JAMES COOK UNIVERSITY AUSTRALIA

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Placement Information

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

Placement Goals & Structure for Level 1 Placements

PROFESSIONAL EXPERIENCE PLACEMENT GOALS

This infographic explains the overarching goals for the Level 1 Professional Experience Work Integrated Learning Program

GOAL 1

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

Beyond the School Gate

GOAL 2

Develop an awareness of how learner needs and strengths are identified

GOAL 3

Develop an awareness how identified learner needs are considered in planning and teaching of literacy and numeracy

GOAL 4

Develop an awareness of how learner needs are managed in positive learning environments

STRUCTURE OF PROFESSIONAL EXPERIENCE

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

PLACEMENTS

ED1421 — 1

ED1491 — 2

ED1421

Using gradual release of responsibility model & explain teaching strategies, with a focus upon literacy

PST observes daily practices of the teacher

PST contributes to student learning as directed by SBTE

SBTE guides PST to understand & support diverse learning needs and student strengths

ED1491

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

PST recognises the numeracy demands involved in student learning tasks

ED1421 - 5 DAYS
ED1491 - 5 DAYS

Program Overview

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

First Year is an induction into the contexts of teaching and learning. Preservice Teachers explore their own learning and the ways in which teachers learn. They are introduced to the broad educational context of the profession and policy that informs teachers' work, including curriculum frameworks - specifically, knowledge of diverse learners and student's learning and development. Preservice Teachers are developing an agentic professional identity and dedicated to the professional learning of theory, policy and practice to enable them to facilitate learning.

Study Period 1	Study Period 2
Level 1 Subjects	
Educational Psychology: Learners and Learning	Education Perspectives and Practice
Foundations of Language and Literacy in Education **(5-day Work Integrated Learning Placement)**	Foundations of Mathematics and Numeracy for Middle School Teachers **(5-day Work Integrated Learning Placement)**
Discipline Teaching Area	Discipline Teaching Area
Discipline Teaching Area	Discipline Teaching Area
Level 2 Subjects	
Planning for Engaging Learning **(5-day Work Integrated Learning Placement)**	Junior Curriculum 1 **(10-day Work Integrated Learning Placement)**
Aboriginal and Torres Strait Islander Education	Junior Curriculum 2
Discipline Teaching Area	Discipline Teaching Area
Discipline Teaching Area	Discipline Teaching Area
Level 3 Subjects	
Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities **(5-day Work Integrated Learning Placement)**	Reflective Teaching Cycles and Positive Learning Environments (Secondary) **(15-day Work Integrated Learning Placement)**
Senior Curriculum 1	
Senior Curriculum 2	English as an Additional Language/Dialect for Indigenous Learners
Discipline Teaching Area	Discipline Teaching Area
Level 4 Subjects	
Fourth Year Professional Experience A **(15-day placement in a school setting)**	Leading Wellbeing and Sustainability in Learning Communities
Teachers as Ethical and Collaborative Change Agents	Education Across Culturally Diverse Contexts
Fourth Year Professional Experience B **(25-day placement in a school setting)**	Learning and Teaching in Rural and Remote Contexts
	Service Learning for Sustainable Futures Service Learning in Health and Physical Education

Professional Experience Contacts

	Cairns	Townsville
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 Placements Team		
For all general correspondence related to Professional Experience	07 4781 6333	Student Placements Team
Professional Experience Academic Coordinator [Education]		
Trisha Telford	07 4781 5424	trisha.telford@jcu.edu.au
Handbook Abbreviations		
SC: Site Coordinator **SBTE:** Site-Based Teacher Educator **PST:** Preservice Teacher **Portfolio:** Placement Portfolio - Evidence of Demonstrating Practice		**CASE:** College of Arts, Society and Education
Glossary of Web Links		
JCU Professional Experience for Teachers JCU Student Code of Conduct Queensland College ofTeachers (QCT) QCT Code of Ethics Professional Boundaries: A Guide for Queensland Teachers QCT Evidence Guide for Supervising Teachers – Engagement Level Professional Experience Student General Handbook		

Important Placement Notice

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

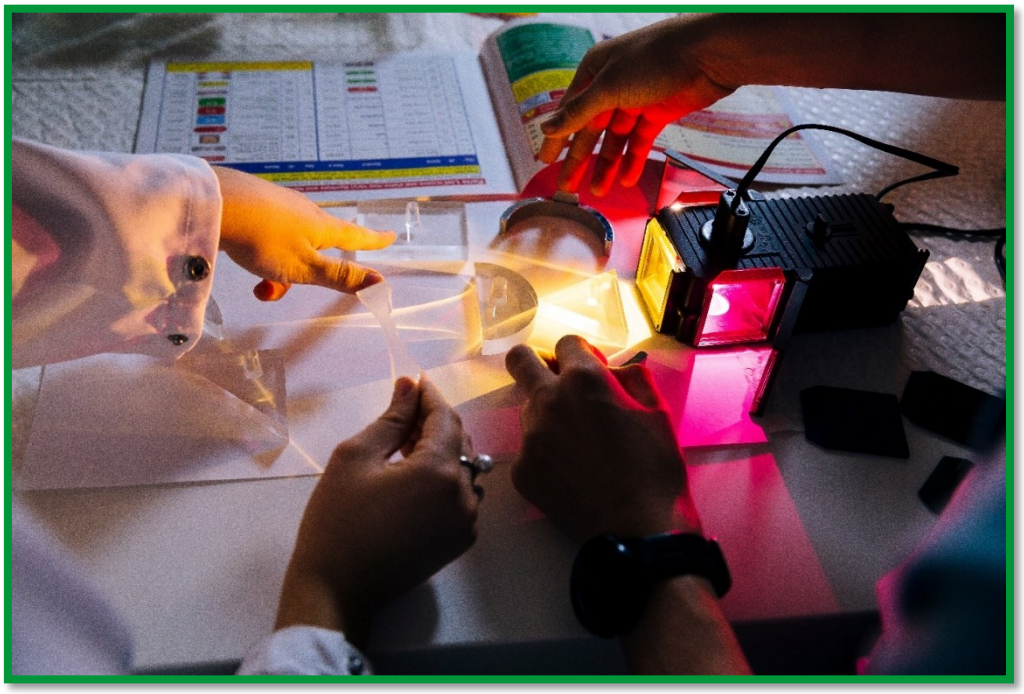
The PST must immediately inform the Student Placements Team of any significant absence from placement (**3 days or more**) as per the Student Special Consideration Circumstances Policy (3.3 Application Type) that may require placement outside the Professional Experience Calendar scheduled time frame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

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

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

Teaching Areas

By **AITSL Program Standards** for **Accreditation of Initial Teacher Education Program requirements**, Secondary preservice teachers are required to complete placements in their approved secondary teaching areas. Preservice teachers should not be placed in subjects 'out of field'. For the purposes of Professional Experience, they cannot be assessed and demonstrate Graduate Standards 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 engage in a balance across secondary year levels.



Placement Dates & Requirement Breakdown

ED1421 – Foundations of Language and Literacy
Term 2: 15th April – 19th April (5-day consecutive block)

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

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

Reporting

When	- Within 5 days of Placement completion to support student subject progression
What	- Professional Experience Report: PST must have a minimum of 'Developing Adequately' against **EACH** descriptor at **Engagement Level** to pass the Placement - PST must complete the Professional Experience Portfolio requirement
Who	- Report completed by SBTEs, signed by SBTEs, SC and PST - Returned ONLY by Site Coordinator to Student Placements Team

ED1491 – Foundations of Mathematics and Numeracy for Middle School Teachers
Term 4: 30th September – 4th October (5-day consecutive block)

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

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

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

Reporting

When	- Within 5 days of Placement completion to support student subject progression
What	- Professional Experience Report: PST must have a minimum of 'Developing Adequately' against **EACH** descriptor at **Engagement Level** to pass the Placement - PST must complete Professional Experience Portfolio requirements
Who	- Report completed by SBTEs, signed by SBTEs, SC and PST - Returned ONLY by Site Coordinator to Student Placements Team

Roles and Responsibilities

Mandatory Induction

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

Expectations

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

Engagement

- SBTE engages PST through modelling, guiding, supervising and assessing PST in their first year of placement experience
- PST takes responsibility for their own learning through active engagement, observation and participaton in professional reflective dialogue
- PST documents professional growth evidencing the Australina Professional Standards
- PST observes and contributes to the school community
- SC monitors PST engagement, provides support to PST and SBTE; contacts JCU if PST is underperforming

Assessment and Reporting

- SBTE provides evidence-based feedback to PST
- PST develops a Portfolio to support their demonstration and undestanding of the asessed APSTs
- SBTE uses Portfolio to support evaluation of PST's development
- SC submits signed Professional Experience Reports to Work Integrated Learning Team - cc Preservice Teacher Professional Experience
- ED1421: Minimum of Developing in EACH descriptor at Engagement Level
- ED1491: Minimum of Developing in EACH descriptor at Engagement Level
- Report is due within 5 days of Placement completion for subject progression

Placement Checklist

A Quick "Go To Guide"

Pre-Placement Preparation

Preservice Teacher	Site Coordinator	Site-Based Teacher Educator
Students are required to obtain a Suitability to Work with Children Card before the start of the first Placement **Meet** all Professional Experience Placement Requirements to be eligible for Placement- including **attendance** at Professional Experience Workshops Access the **LearnJCU Profex Community Site 1st Year Folder** for supporting documents and templates	Direct your colleagues to the provided 2024 JCU Professional Experience Resource Portfolio - Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources JCU offers 'Optional 30 min online support to schools who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements See **School Partnership Support Timetable** in the 2024 JCU Professional Experience Resource Portfolio for all joining links	JCU offers 'Optional 30 min online support' to schools who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements before placement See **School Partnership Support Timetable** in the 2024 JCU Professional Experience Resource Portfolio for all joining links Ensure you have received and have access to the following: JCU Professional Experience Resource Portfolio, which includes • Placement Handbooks • Induction Document • Digital Reports • Professional Experience Partnership General Handbook
Contact the Site Coordinator with an email introduction. Ensure you have included a Professional email signature Agree to meet to discuss your upcoming Placement Present Blue Card and JCU Student ID card Have JCU Student ID on a lanyard, ready for you to wear at all times while on Placement	Meet with Preservice Teacher **Confirm** Preservice Teacher's **2 Teaching Areas** Record PST's emergency contact details and sight their Blue Card	Meet with Preservice Teacher View PST's learning development and previous placement experience within the Program Overview
Attend school induction Enquire about the school's Workplace Health and Safety Policy and Risk Management Policy Become familiar with school policies Review Subject Outlines with assessment items linked to Professional Experience and plan to collect artefacts, as required Prearrange your Portfolio structure –include the 5 sections of the Professional Experience Report	Induct PST to Workplace Health and Safety school policies and procedures Orient PST to the school ethos, professional conduct expectations, pedagogical framework, behaviour management policies and school procedures Become familiar with the Key Elements of the Integrated Learning Program Partnership *General* Handbook • Placement Requirements • At-Risk Procedure • Pay claims	Become familiar with the Key Elements **(infographics)** of the Professional Experience *Placement* Handbook • Level 1 Placement Goals & Structure p.4 • Roles & Responsibilities p.9 • Assessment p.18 Placement Details • ED1421 p.24-31 • ED1491 p.32-37

Before Placement	Review the following documents **QCT** • Code of Ethics • Professional Boundaries • Guide of Evidence ***Engagement Level*** **JCU** • Student Code of Conduct **PLACEMENT DOCUMENTS** Have **full** knowledge of • Work Integrated Learning Professional Experience - *Student General Handbook* • Induction Document • Placement Templates • Placement Learning Goals • Detailed Weekly Learning Tasks • Portfolio Requirements • Assessment & Reporting details	**Support** PST to balance a timetable for both teaching areas across Years 7 - 12 Advise the SBTE how you might support them in the assessment and reporting Advise PST how they should contact you for support Advise PST when you might check- in on them	**Utilise** Support Documents • QCT Evidence Guide (for Engagement) • Support resources for SBTE:See the QCT website Provide PST with the following • timetable • student information/data to support understanding of APST 1 • class routines and procedures
During Placement	Discuss with SBTE the required artefacts for assessment Follow the detailed weekly placement tasks Engage in professional dialogue Engage in reflective practice Develop a **Professional Experience Portfolio** Use Portfolio throughout the Placement to guide reflective practice discussions with SBTE	Initiate early the At-Risk Procedure if PST is at risk of not meeting requirements p.15 and p.16 **The form is located in the JCU Resource Portfolio**	Clarify your expectations with PST: • Reporting time, punctuality, duties,mobile phones • Times for professional dialogue • Observation: how and when could they do so • Participation: how they support student learning • Access to resources: what could they explore Engage in professional dialogue regarding Portfolio artefacts to support your assessment of PST demonstrating evidence of APSTs Initiate **early** the **At-Risk** Procedure if PST is At-Risk of not meeting requirements in **either Teaching Area** so support action can be implemented
After Placement	Ensure professional courtesy and good manners are exhibited in your thanks towards all staff and school community after your Placement Retain a copy of your signed Professional Experience Reports	Sign the Professional Experience Report/ Record before submitting it to the JCU Student Placements Team **Please cc PST in the email so they may retain a copy of the Digital Report** To support the assessment processes and JCU's commitment to academic integrity, we ask all Reports to be returned ONLY by SiteCoordinators Submit your Site Coordinator's pay claim	SBTEs provide a **moderated** Report across both teaching areas, and both discuss their specific subject with PST Sign the Professional Experience Report for each Placement and submit it to SC to submit to JCU Submit your pay claims by the end of the Placement dates

Placement Support

JCU Resource Portfolio

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

Drop-In Sessions

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

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

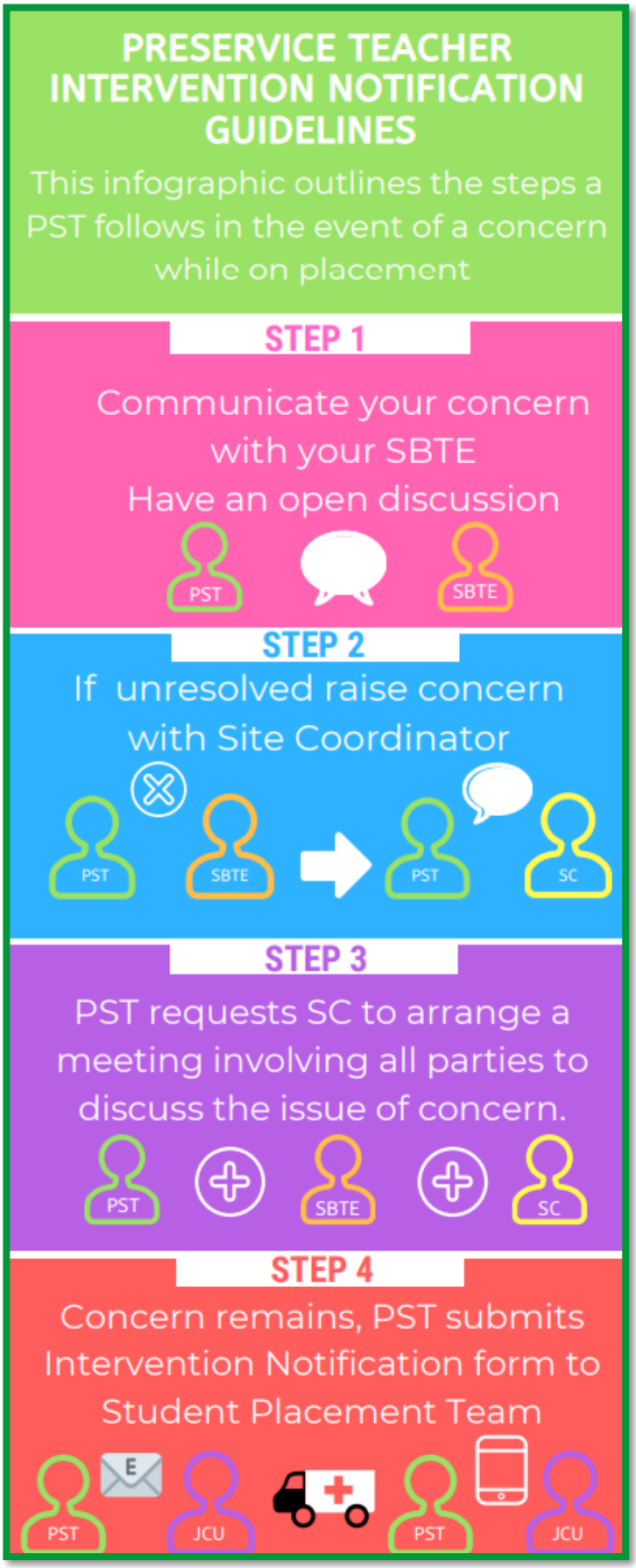
The purpose is to provide SCs and SBTEs an access platform to ask any questions they may have to gain the following:

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

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

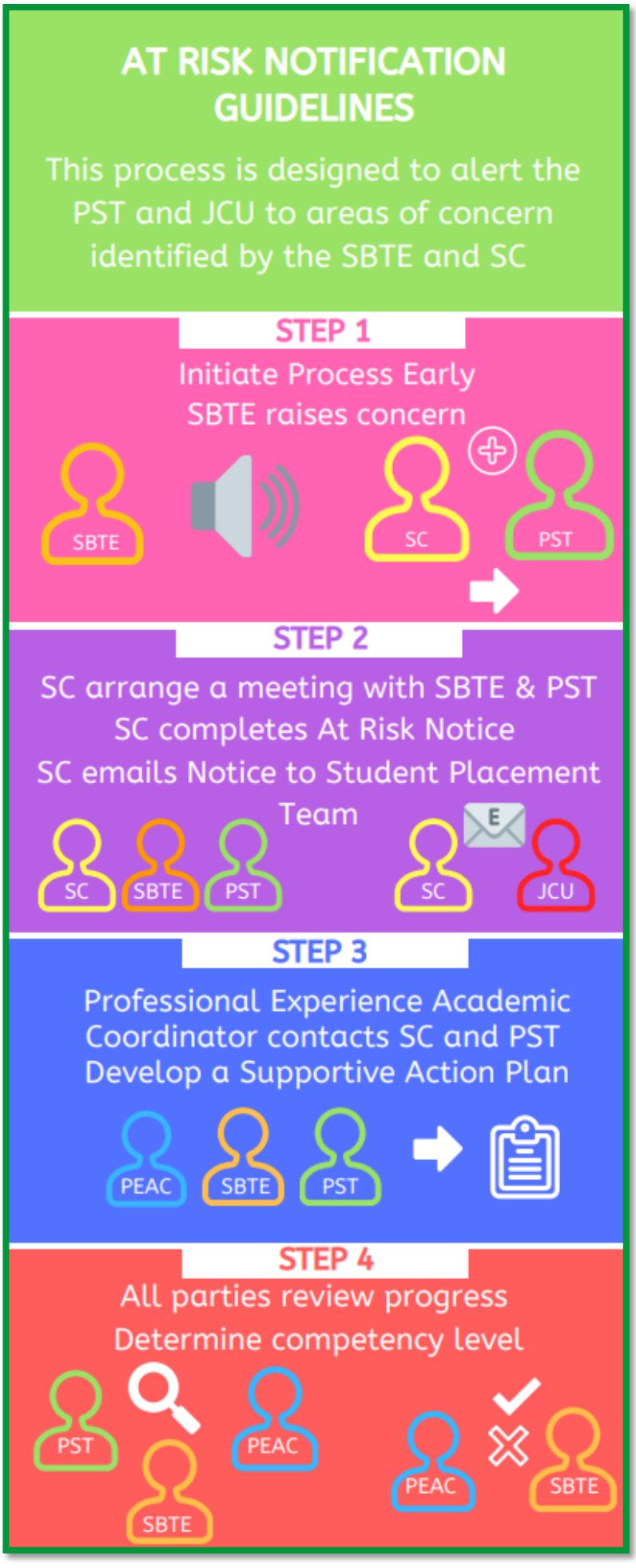
Preservice Teacher Request for Intervention

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



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

At-Risk Early Intervention Notification



Purpose The At-Risk Notification

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

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

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

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

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

At-Risk Form – 2024 JCU Professional Experience Resource Portfolio

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

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

Assessment Details

ASSESSMENT MODERATION

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

Provide descriptive feedback to guide Preservice Teacher's professional development

REQUIREMENTS

Assessed using Professional Experience Report

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

Provide verbal feedback to PST concerning their development

ED1421 - 5 DAYS

Assessed using Professional Experience Report

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

Discuss Professional Experience Report, including PST's Portfolio

CONSIDERATIONS

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

Observation of daily **engagement**

Professional **attributes**

Discussion of practice and professional learning

ED1491 - 5 DAYS

Assessed using Professional Experience Report

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

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

Assessing Level Professional Experience

Professional Experience allows Preservice 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	Preservice Teacher Regularly discuss practice and self-appraisal to ensure ongoing development
• QCT Evidence Guide for Supervising Teachers('Engagement' level) • Preservice Teacher's daily engagement • Preservice Teacher's evidence curated in their Professional Experience Portfolio • Professional dialogue of practice and professionallearning during placement	• 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

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

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

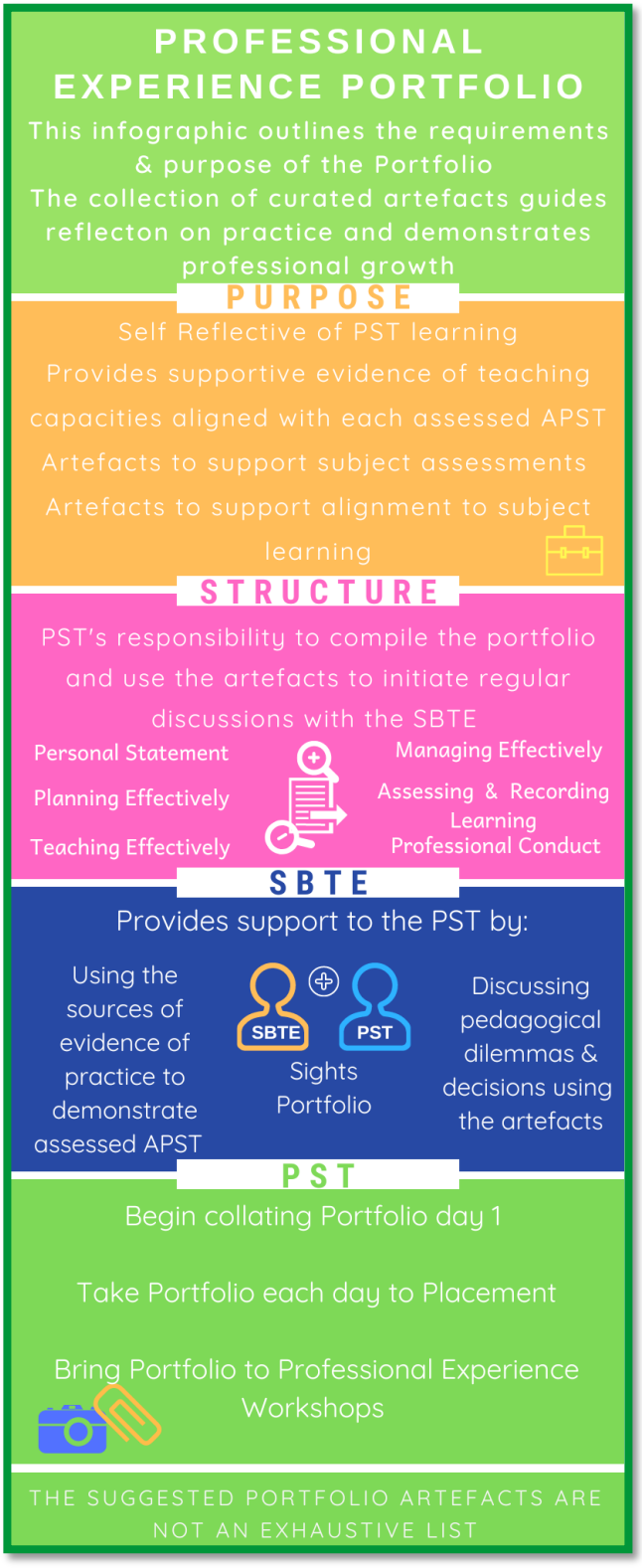
Assessment Ratings	
Well developed	**Consistent** evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage
Developing adequately towards graduate level	**Awareness** of the descriptors at the APST Graduate Career Stage; developingconsistency in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

Before the last day of Placement, the Preservice Teacher should organise a time to discuss their professional learning and development. This is an opportunity to provide final feedback to support the PST in planning their next Placement learning goals.

Placement Portfolio Requirement

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

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



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

Submission of Reports

Located

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

Who Submits

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

Report Details

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

Where to Submit

- Digital Report are submitted to Work Integrated Learning Team by email WIL Team

When to Submit

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

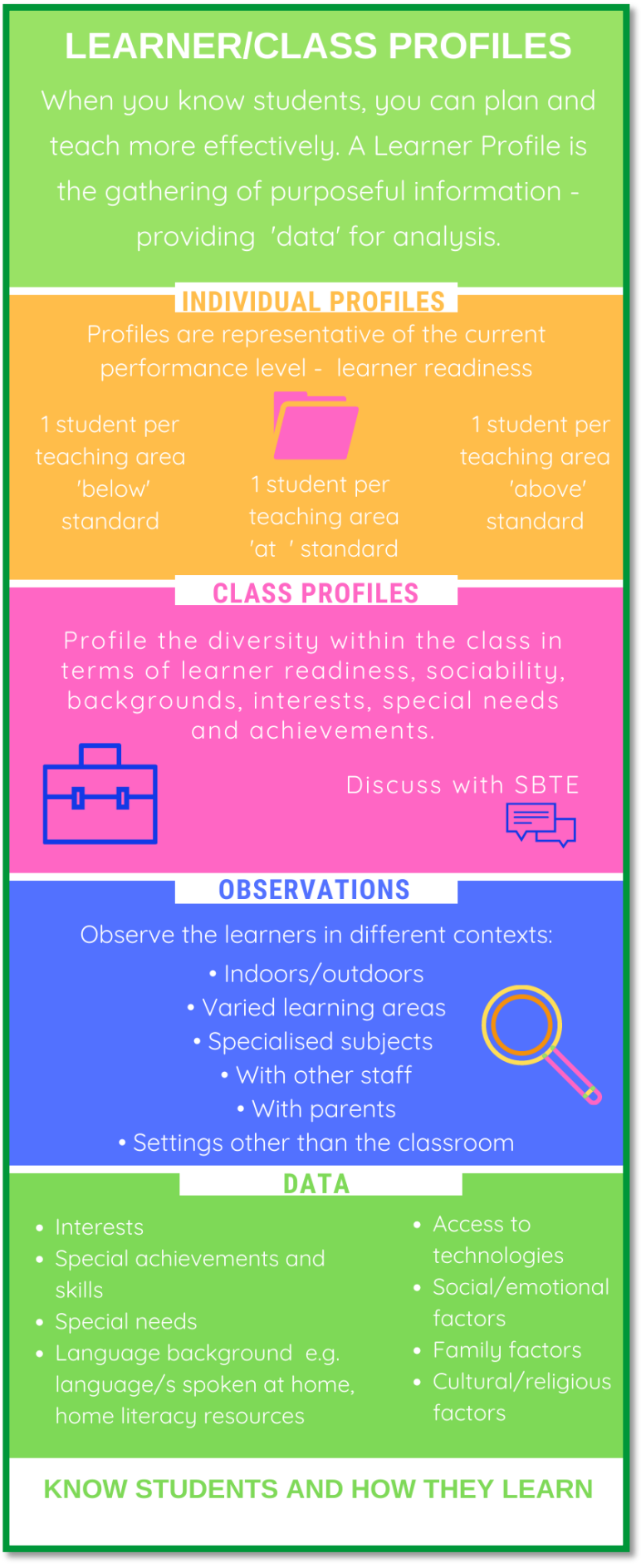
Copy

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

Individual Placement Details

Learner Profiles

Preservice 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 focus on how the learner's needs may affect learning. To support their understanding of the learner and how they learn, they ethically develop Learner Profiles to be included in their Placement Portfolio.



ED1421 Goals and Placement Overview

PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED1421

This infographic explains the overarching goals for the ED1421 Work Integrated Professional Experience program

GOAL 1

Observe the daily practices of a teacher
Observe the teaching practices with attention to literacy

GOAL 2

Contribute to student learning as directed by your SBTE

GOAL 3

Understand and support diverse learning needs and strengths of students

GOAL 4

Develop a Professional Experience Portfolio
Artefacts of student profiles & evidence of the relevant (APST) descriptors

Expectations dialogue
Observe and record class routines and procedures

DAY 1

Observation
Support student learning
Two learner profiles - Above standard for Teaching Area 1

Record how literacy teaching practices are included the teaching area

Support Individual or Small Group learning

DAY 2

Observation
Two learner profiles - Below standard for Teaching Area 2
Teaching Preparation

Support Individual or Small Group learning

Preparation for leading learning for a small group

DAY 3

Two Learner Profiles - At standard (either Teaching Area)
Lead a lesson segment
Reflection

PST lead with SBTE guidance a segment of a lesson - both teaching areas

Co-reflect on teaching

DAY 4

Lead a segment of lesson - both teaching areas

Support Individual or Small Group learning

PST lead with SBTE guidance a segment of a lesson

Co-reflect using teaching Portfolio

DAY 5

ED1421 OVERVIEW

ED1421 Learning Tasks in Details

Day	Site-Based Teacher Educator (SBTE)	Preservice Teacher (PST)
1	Discuss classroom induction expectations Explain established class routines and procedures and how they contribute to creating and maintaining supportive, inclusive, and safe learning environments **Model** literacy teaching strategies and the incorporation of general literacy capabilities specific to the teaching/subject area Share teaching philosophy and perspective of the Profession – the ethics of the Profession	Engage in a professional expectations dialogue with SBTE – discuss ED1421 Placement Goals Observe and record class routines and procedures – particularly how they support an inclusive and safe learning environment. **Sample observation templates** found in LearnJCU Professional Experience Community 1st Year Folder Observe and record literacy teaching practices – Observation sample template found in LearnJCU Professional Experience Community 1st Year Folder Observe **teaching area**, with a focus on the specific literacy demands for the subject – **Observation Template** in LearnJCU 1st Year Folder Provide incidental support to student's learning (individual and small groups)
Each day PST initiates professional discussion with SBTE using chosen suggested discussion points & artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice. Language development is 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. What are the challenges of this rich diversity, and what does it bring to teaching language and literacy? Review Week 2 Topic 1, Defining and Distinguishing Language and Literacy to support your discussion.		
2	Model and explain teaching strategies that generate classroom talk which supports language learning for linguistically diverse students Guide PST to choose 2 students representational of the ***above level of achievement*** **(Teaching Area 1)** Model for PST how to incorporate verbal and non-verbal communication, questioning techniques and providing clear instructions and directions Guided and scaffolded planning with PST to prepare to lead a small group activity or segment of a lesson - (PST has not learnt any teaching methods or engaged in curriculum content yet)	Observe and record the teaching strategies- particularly how the SBTE is responsive to the learning strengths and needs of students from diverse cultural, religious, socioeconomic, and particularly linguistic backgrounds Observe student's literacy practices and for what purpose they use language – in both their teaching areas (Functions of Language) Observe and record SBTE's use of effective classroom communication strategies to support student engagement Co-reflect with SBTE on your observations to begin preparing to lead a small group activity or segment of a lesson for **both teaching areas** due Days 4 and 5 Learner Profile - Observe 2 students **'above'** Satisfactory Achievement Standard and literacy expectations for **Teaching Area 1** Provide incidental support to student's learning (individual and small groups)
Each day PST initiates professional discussion with SBTE using chosen suggested discussion points & artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice. Discuss what data sources the SBTE selects to know students' literacy capabilities. Discuss the literacy demands in content areas. Considerations in catering for all students' individual language and literacy learning needs in their room.		

3	Model and explain teaching strategies, particularly with supporting **literacy readiness**, addressing the needs and strengths of all students Model and explain how to support student learning progression through targeted feedback Guide PST to choose 2 students representational of the ***'at' level of achievement*** **(Teaching Area 2)** Continue the guided and scaffold planning with PST to prepare to lead a small group activity or segment of a lesson – focus on supporting PST to provide clear instructions and directions and incorporating questioning techniques	Observe and record the teaching resources & strategies – to support students' literacy readiness Observe and record SBTE's methods of providing feedback to students about their learning and development – **Feedback Template** Learner Profile - Observe 2 students **'at'** Satisfactory Achievement Standard and literacy expectations for **Teaching Area 2** **Discuss preparation** for leading a segment of a lesson or group activity (both teaching areas) for PST to deliver on Day 4 & Day 5 **(dependent on the subject timetable)** Provide incidental support to student's learning (individual and small groups)
Each day PST initiates professional discussion with SBTE using chosen suggested discussion points & artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice. How do we support our students in becoming literate for the 21st century – moving from a print to digital culture? The multi-literacy classroom. Co-reflect with SBTE about your observations of literacy teaching strategies specific to both teaching areas. Discuss what literacy considerations and resources are considered when planning to support student learning and development.		
4	Model and explain teaching practices, particularly regarding how to address the literacy demands specific to the learning area Guide PST to choose 2 students representational of the ***'below' level of achievement*** **(either Teaching Area)**	Observe and record the teaching practices – particularly how SBTE supports inclusive participation and engagement Learner Profile - Observe 2 students **'below'** Satisfactory Achievement Standard and literacy expectations **(either Teaching Area)** **Lead the co-planned small group activity or segment of a lesson as guided by the SBTE** Co-reflect with SBTE on how instructions provided were clear and precise to engage student learning and the inclusion of a variety of questioning techniques during the group activity – **Reflection Template** Provide incidental support to student's learning (individual and small groups) Prepare a 300-word reflection **(Professional Experience Portfolio)** on the four days of Experience
Each day PST initiates professional discussion with SBTE using chosen suggested discussion points & artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice. Developing a critical literacy classroom - what are the challenges involved in implementing critical literacy practices? Discuss the SBTE's approach to developing their literacy program—distinctive for the learning area that supports students' varying literacy practices. How do they plan for literacy learning?		

5	Provide feedback on PST's engagement during Placement Review PST's professional learning against the Professional Experience Report – **Demonstration of Evidence through Practice, PST's Portfolio and Professional Discussions**	**Lead the co-planned small group activity or segment of a lesson, implementing suggested SBTE feedback** Provide incidental support to student's learning (individual and small groups) Co-reflect Professional Experience and Portfolio **(including Portfolio 300-word Reflection)**

ED1421 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 and Wyman 2004: 3-4).

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

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

Planning effectively	**Understanding Learners** • Six learner profiles to gain knowledge and understanding of how a student's physical, social and intellectual development and characteristics and levels of diversity impact learning – in particular, literacy and language development **APST 1.1** • Observation and reflective notes of applied strategies responsive to the learning strengths and needs of students from diverse cultural, religious, socioeconomic, and particularly linguistic backgrounds **APST 1.3**
	Understanding how to be responsive and plan for the learner's needs • Plans of the two PST lead activities or lesson segments with post-implementation reflections (these plans might be provided by or co-created with your SBTE) • Planning discussion notes on how the different learning needs of the students will be addressed during the activity **APST 1.5**
Teaching effectively	**Understanding Teaching** • Observation notes of literacy teaching practices including resources customised or created by the SBTE, to address the student's literacy readiness and/or the literacy demands of the task to support student's engagement **APST 2.5** • Prepared examples/bank of a range of open/closed questions such as open/closed questioning during group led experiences to support student engagement **APST 3.5**
Managing effectively	**Understanding Positive Learning Environments APST 4.1 & 4.2** • Annotate classroom's safe and supportive practices in relation to school policy and how the practices facilitate learning • Document expectations of students' learning and behaviour that show care and well-being for individuals, as well as considerations of school policy • Reflections (annotations) on how classroom routines and procedures support inclusive student participation and engagement in classroom learning experiences
Assessing and Recording Learning	**Understanding feedback and checking for understanding** • Observation notes of how feedback is provided to students to support learning and development **APST 5.2** • Reflections upon your capacity to organise classroom activities and provide clear directions
Professional Conduct	**Demonstrating professional conduct** • Reflection upon annotated examples of how you communicated effectively and interacted professionally with school staff, aligning with Professional Boundaries, Code of Ethics, policies and processes required of teachers **APST 7.1**
Reflective Practice	**300-word reflection on the first 4 days of Professional Experience** • Focus on planning for and teaching students with diverse needs and strengths, with particular attention to language and literacy development

Portfolio is required for Professional Experience Workshops

ED1421 Professional Experience Report

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

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

<table>
<tr><td>Preservice Teacher</td><td colspan="2"></td><td>Student Id</td><td></td></tr>
<tr><td>JCU Partnership School</td><td colspan="4"></td></tr>
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SUCCESSFUL DEMONSTRATION OF ENGAGEMENT
➢ With some advice and support is able to link/source…
➢ Is usually able to…
➢ Is aware of, understands…
➢ Has some capacity…
➢ Is often prepared to…
➢ Initiate some…</td></tr>
<tr><td>Not developing adequately</td><td colspan="4">Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptor at the APST Graduate Career Stage</td></tr>
</table>

To be a successful placement - A minimum of 'Developing Adequately' in all descriptors				
At this stage of learning, Preservice Teachers are introduced to the APST. The practicum focuses on Preservice Teachers' perspectives of learners and how their perspectives can shape their practices. Literacy as a general capability is a focus in this phase. Evidence of PST's **emerging development** of the following can be gained through the observation of the PST's practice and engagement in the detailed Learning Tasks, the professional and reflective dialogue and the suggested Portfolio artefacts.		Satisfactory		Not Developing
		Well Developed	Developing Awareness	
Planning effectively - Preparation for teaching				
Seeks knowledge and discusses observations of students' specific physical, social and intellectual learning needs that may affect learning	APST 1.1			
Discusses observations and expresses awareness of the need to differentiate teaching strategies based on student diversity 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			
Observe and note strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5			
Observe and note strategies for teaching literacy and their application in teaching areas.	APST 2.5			
Teaching effectively - Enactment of teaching				
Observe and note a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5			
Managing effectively - Development of a safe and supportive learning environment				
Observe and record strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1			
Observe and record strategies for classroom organisation using clear directions.	APST 4.2			
Assessing and Recording - Provision of feedback to support learning				
Demonstrate awareness of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2			
Professional Conduct - Knowledge of professional boundaries				
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1			
Overall comments regarding the PST's practices that demonstrated engagement with the focus APSTs during the placement.				

Professional Experience Result			Requirements	
Satisfactory		Unsatisfactory	Completed 5 Days	☐
☐		☐	Completed and Discussed professional portfolio recommendations	☐
This means PST is ready to proceed to next Professional Experience stage **(Met all Descriptors at either Well Developed or Developing Adequately)**		**This means PST is not yet ready to proceed to the next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked**	Minimum of 'Developing Adequately' in **all** descriptors.	☐

Preservice Teacher's name		**Signature** **Date**	
Supervising Teacher's name		**Signature** **Date**	
Supervising Teacher's name		**Signature** **Date**	
Site Coordinator's name		**Signature** **Date**	

ED1491 Goals and Placement Overview

PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED1491

This infographic explains the overarching goals for the ED1491 Work Integrated Professional Experience program

GOAL 1

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

GOAL 2

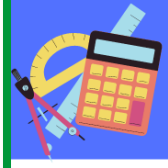
Contribute to student learning as directed by SBTE

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

GOAL 3

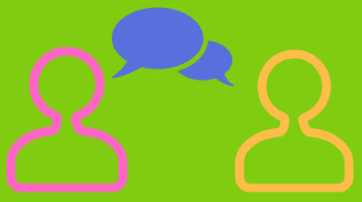
Observe the daily practices of a teacher

Observe the teaching strategies and planning considerations for the numeracy demands of subject



GOAL 4

Engage in leading a group activity, guided by SBTE



Expectations dialogue

Observe and record lesson routines and procedures to support a learning environment

Observe how numeracy enhances learning of content

DAY 1

Observation

Support student learning

One learner profile - Above standard

Record the numeracy teaching practices

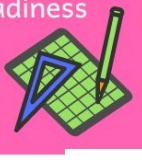
Support Individual or Small Group learning

DAY 2

Note mathematical context terms

One learner profile - Below standard

Observe numeracy readiness



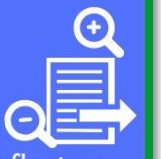
Preparation for leading learning for a small group

DAY 3

One Learner Profile - At standard

Lesson structure observation

PST lead with SBTE guidance a group activity



Co-reflect on activity

DAY 4

Lead a small group activity

Observe methods of providing feedback

Support Individual or Small Group learning

Co-reflect using teaching Portfolio

DAY 5

ED1491 OVERVIEW

ED1491 Learning Tasks in Details

Day	Site-Based Teacher Educator (SBTE)	Preservice Teacher (PST)
1	Discuss or reacquaint PST with induction expectations and placement goals	Engage in a professional expectations dialogue with SBTE –discuss ED1491 Placement Goals
	Explain established lesson routines procedures and how they contribute to creating and maintaining a supportive, inclusive and safe learning environment	Observe lesson routines, procedures and how they support an inclusive learning environment
		Observe how class tasks incorporate numeracy to enhance their understanding of the subject-specific content
	Model numeracy teaching strategies and the incorporation of numeracy general capabilities specific to the teaching/subject area	Provide incidental support to student's learning (individual and small groups)
Each day PST initiates professional discussion with SBTE using chosen suggested discussion points & artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice. How does the SBTE cater for a range of mathematical and numeracy knowledge and confidence, and what challenges does that bring to success within the subject? How does a teacher's level of enjoyment and disposition towards numeracy and mathematical proficiencies impact student progress and application within the subject?		
Day 2	Guide PST to choose 1 student representational of the ***above level of achievement***	Learner Profile - Observe 1 student **'above'** Satisfactory Achievement Standard, including their numeracy capabilities. Observe how focus student views and feels about the subject and the way they engage in the lesson **Teaching Area 1 or 2 (dependent on timetable)**
	Model teaching strategies and the incorporation of numeracy general capabilities specific to the teaching/subject area	Observe student's engagement and how they employ mathematical thinking to accomplish a task (numeracy capabilities)
	Model and explain the choice and use of chosen resources / worked samples to support learning	Observe how the use of resources (including digital literacy) supports an inclusive learning environment **Sample Observation templates** found in LearnJCU Professional Experience Community 1st Year Folder
	Guided and scaffolded planning with PST to prepare to lead a small group task/activity – with a focus on developing numeracy capabilities for both teaching areas	Observe the techniques the SBTE uses to support student time spent on developing understanding during learning tasks
		Co-reflect with SBTE on your observations to begin preparing to lead a small group task/activity due on Days 4 and 5
		Provide incidental support to student's learning (individual and small groups)
Each day PST initiates professional discussion with SBTE using chosen suggested discussion points & artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice. How does developing a student's numeracy capabilities support engagement with the subject-specific content? What are the different ways to engage students with content information during lessons? What are the different ways students can express and demonstrate their learning? How do you know students have a conceptual understanding?		

Day 3	Model and explain teaching strategies, particularly in supporting the subject-specific content **numeracy readiness**, addressing the needs and strengths of all students Guide PST to choose 1 student representational of the ***'below' level of achievement*** with numeracy expectations Continue the guided and scaffold planning with PST to prepare to lead a small group activity/task– focus on supporting PST to encourage and support the learners using questions requiring reasoning and problem-solving	Observe and record the teaching strategies – to support students' **numeracy readiness** to approach learning tasks or activities Learner Profile – Observe 1 student **'below'** Satisfactory Achievement Standard, including their numeracy capabilities. Observe how focus student views and feels about the subject and the way they engage in the lesson **Teaching Area 1 or 2 (dependent on timetable)** **Discuss preparation for leading a group activity/task for PST to deliver on Day 4 & Day 5** for both teaching areas Note the use of mathematical terms and in what context they are used in your teaching area/s. Refer to your **Mathematical Dictionary** compiled for Assessment Item 2 Provide incidental support to student learning (individual and small groups)
Each day PST initiates professional discussion with SBTE using chosen suggested discussion points & artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice. How does the School use NAPLAN results? Discuss the debates on NAPLAN contentions. Feeling of NAPLAN with the community - useful or not? Discuss the School's Index of Community Socio-Educational Advantage (ICSEA) four factors. Does the School's diversity and level of complexity reflect NAPLAN results? What gaps are visible in NAPLAN results withthe School's diversity profile? What approaches does the school implement to support students in improving their engagement and achievement in numeracy across the learning areas?		
Day 4	Model strategies to engage off-task learners Model and explain the structure of a lesson and how to support the student's numeracy **readiness** for the lesson Guide PST choose 1 student representational of the ***'at' level of achievement*** with numeracy Co-reflect with PST on their observation of how the lesson was structured to develop learning progression for students with the lesson's learning intentions	Observe and co-reflect with SBTE on how learners became reengaged with learning Observe and record the structure of a lesson for both teaching areas - **Sample Observation templates** found in the LearnJCU Professional Experience Community 1st Year Folder (timetable dependent on what day this observation takes place) Co-reflect on observation notes on how SBTE structured a lesson Observe and record differentiation strategies for students who require additional support or scaffolding Lerner Profile - Observe 1 student **'at'** Satisfactory Achievement Standard, including their numeracy capabilities. Observe how focus student views and feels about the subject and the way they engage in the lesson **Teaching Area 1 or 2 (dependent on timetable)** **Lead the co-planned small group activity guided by SBTE** Co-reflect with SBTE on how you supported learners

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

How does the design and delivery of the lesson promote the advancement of numeracy capabilities? How do you embed students' cultural backgrounds or home life experiences into subject-specific learning? When planning for learning, what considerations are made to specifically target numeracy and/or each of the general capabilities and the associated skills?

Day 5	Model and explain how to assess for conceptual understanding and learning progression through targeted feedback Discuss the use of different chosen assessment tools and purposes "of" "for" and "assessment as" learning Discuss PST's professional learning using **PST's Portfolio and Professional Discussions** Review PST's professional learning against the Professional Experience Report – **Demonstration of Evidence through Practice, PST's Portfolio and Professional Discussions**	Observe and record the assessment strategies – particular attention to how SBTE provides feedback to support student learning - Sample Observation templates found inLearnJCU Professional Experience Community 1st Year Folder Observe and record SBTE's methods of providing feedback to students about their learning and development Observe different assessment tools used throughout the lessons to support the SBTE determine the next teaching steps for student learning Reflective notes on how SBTE plans for assessing learning Provide incidental support to student learning (individual and small groups)
	Each day PST initiates professional discussion with SBTE using chosen suggested discussion points & artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice. Have SBTEs observed patterns of numeracy results and student dispositions towards numeracy during their teaching careers? Certain variables, such as background, motivation, and social support, could influence student attitudes towards numeracy. What approaches have you employed to develop a more positive disposition towards the subject area for your students?	

ED1491 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 and Wyman 2004: 3-4)

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

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

Requirements	Suggested Artefacts for inclusion
Planning effectively	**Understanding Learners** • Three learner profiles to gain an understanding of the representative **standard** levels of achievement (1 one per teaching area and 3rd profile chosen dependent on timetable) **APST 1.1**
	Understanding Planning • A record of SBTE's insights on planning for the diverse needs of students **APST 1.3** • Observation Template of lesson structure and/or planning templates used by SBTE in particular, a lesson plan template (if not notes regarding the way a teacher approaches planning and what considerations are made regarding the format/structure of the lesson • Observation notes of lesson planning or activities that incorporate numeracy across the curriculum **APST 2.5**
Teaching effectively	**Understanding Teaching** • Observation notes of the structure of the content within a lesson **APST 2.1** • Observation notes of subject-specific teaching strategies with attention to numeracy capabilities, including resources customised or created by the SBTE,to facilitate student learning **APST 2.5** • Record of activities or resources, including digital literacy, to facilitate student numeracy learning for both teaching areas **APST 3.4 (This will support coursework Assessment Item 2 Portfolio)** • Examples of vocabulary and metalanguage used in group activity to develop conceptual understanding **APST 3.5**
Managing effectively	***Understanding Positive Learning Environments*** • Annotated records/photos of classroom routines and procedures to how they contribute to creating a safe and supported maths learning environment **APST 4.1** • Written reflections on how SBTE supports students to know positive learning behaviours **APST 4.2**
Assessing and Recording Learning	***Understanding feedback and checking for understanding.*** • Observation notes of how feedback provided to students supports their progress towards a learning goal • Examples of "assessment of", "assessment for", and "assessment as" learning **APST 5.4**
Professional Conduct	**Demonstrating professional conduct** • Seeking knowledge of external organisations or associations to help enhance and support teachers (including social media) of chosen teaching areas **APST 7.4**
Reflective Practice	**300-word reflection of Professional Experience** • Focus on inclusion and engagement of diverse learners in the classroom, including consideration of teaching numeracy as a general capability **(Supports Assessment Item 2)**

Portfolio is required for Professional Experience Workshops

College of Arts, Society & Education
BACHELOR OF EDUCATION

ED1491 Secondary

ED1491 Professional Experience Report

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SUCCESSFUL DEMONSTRATION OF ENGAGEMENT
➢ With some advice and support is able to link/source…
➢ Is usually able to…
➢ Is aware of, understands…
➢ Has some capacity…
➢ Is often prepared to…
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To be a successful placement - A minimum of 'Developing Adequately' in all descriptors				
Preservice Teachers are introduced to the APST at this stage of learning. The practicum focuses on Preservice Teachers' perspectives of learners, and how their perspectives can shape their practices. Numeracy as a general capability is a focus in this phase. Evidence of PST's **emerging development** of the following can be gained through the observation of the PST's practice and engagement in the detailed Learning Tasks, the professional and reflective dialogue and the suggested Portfolio artefacts.		Satisfactory		
		Well Developed	Developing Adequately	Not Developing
Planning effectively - Preparation for teaching				
Seeks knowledge and discusses observations of students' specific physical, social and intellectual learning needs and characteristics that may affect learning.	APST 1.1			
Discusses observations and expresses awareness of the need to differentiate teaching strategies based on student diversity of teaching strategies responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3			
Observe and note strategies for teaching numeracy and their application in teaching areas.	APST 2.5			
Teaching effectively - Enactment of teaching				
Observe and note subject-specific teaching strategies.	APST 2.1			
Observe and note the use of a range of resources, including digital literacy, to how they facilitate student learning.	APST 3.4			
Observe and note a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5			
Managing effectively - Development of a safe and supportive learning environment				
Observe and record strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1			
Observe and record classroom organisation strategies to support students' positive learning expectations.	APST 4.2			
Assessing and Recording - Provision of feedback to support learning				
Considers the types of evidence required to effectively evaluate student conceptual understanding.	APST 5.4			
Professional Conduct- Development of a community of educators				
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4			

Overall comments regarding the PST's practices that demonstrated engagement with the focus APSTs during the placement.

Professional Experience Result			Requirements	
Satisfactory		**Unsatisfactory**	Completed 5 Days	☐
☐		☐	Completed and Discussed professional portfolio recommendations	☐
This means PST is ready to proceed to next Professional Experience stage **(Met all Descriptors at either Well Developed or Developing Adequately)**		**This means PST is not yet ready to proceed to next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked**	Minimum of 'Developing Adequately' in **all** descriptors	☐

Preservice Teacher's name		**Signature** **Date**	
Supervising Teacher's name		**Signature** **Date**	
Supervising Teacher's name		**Signature** **Date**	
Site Coordinator's name		**Signature** **Date**	

Placement Appendices

All digital PDF and Word Format Appendices are in the Professional Community Site – Resources – 1st Year Placement 2024 – Templates Folder. Please download the required Templates in preparation for Placement. All templates scaffold and support targeted observations guiding intentional learning outcomes and lead the PST in critical reflection to develop their practices as Educators.

ED1421

Learner Profile -Literacy

Routines and Expectations

Literacy Teaching Practices Template

Classroom communication Template

Halliday's Function of Language Poster

Specialisation Literacy Demands Observation Template

Feedback Observation Template

Reflection Template

ED1491

Learner Profile – Numeracy

Routines and Expectations Template

Engaging off-task Learners Observation Template

Lesson Plan Observation Template

Lesson Plan Structure Observation Template

Numeracy Teaching Practices Template

Specialisation Numeracy Demands Template

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