Master of Teaching and Learning (Secondary)

First-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 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 [Seconday]

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 the curriculum areas of both chosen teaching areas

ED5955

Preliminary Placement

5 ICD to intergrate learning from SP 1 subject

1

5 days
Professional Experience Preliminary Report

Final Placement

2

10 days
Professional Experience Final Report

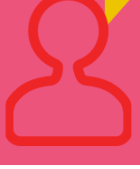
ED5965

Placement

7 ICD to intergrate learning from SP 2 subject

3

20 days
Professional Experience Report



ED5955 - 5 DAYS + 10 DAYS
ED5965 - 20 DAYS

Program Overview

<table>
<tr><th colspan="2">Year 1</th><th colspan="2">Year 2</th></tr>
<tr><th>Study Period 1</th><th>Study Period 2</th><th>Study Period 1</th><th>Study Period 2</th></tr>
<tr><td>ED5955
Learners and Learning in Secondary School Contexts

15-day Work Integrated Learning Placement
+
5 Integrated Course Work Days</td><td>ED5965
Teaching for Diverse Learners in Secondary School Contexts

20-day Work Integrated Learning Placement
+
7 Integrated Course Work Days</td><td>ED5975
Teachers as Leaders for Learning and Change</td><td>ED5985
Teachers as Researchers for Learning and Change in Secondary School Contexts</td></tr>
<tr><td>ED5956
Junior Curriculum 1</td><td>ED5966
Senior Curriculum 1</td><td>ED5976
Subject Discipline Knowledge</td><td>ED5986
Culturally and Linguistically Diverse Classrooms and Communities</td></tr>
<tr><td>ED5957
Junior Curriculum 2</td><td>ED5967
Senior Curriculum 2</td><td>ED5977
Aboriginal and Torres Strait Islander Education</td><td rowspan="3">ED5968
Information and Communication Technologies across the Curriculum</td></tr>
<tr><td rowspan="2">ED5959
Planning for Engaging Learning in Secondary Contexts</td><td rowspan="2">ED5958
Literacy and Numeracy for Secondary Teachers</td><td>ED5978
Collecting, Analysing and Reporting Data: Leading for Learning</td></tr>
<tr><td>ED5979
Final Graduate Professional Experience
+
8 Integrated Course Work Days Prior to Placement</td></tr>
</table>

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
Website	Visit our Professional Experience website	

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 **Portfolio:** Placement Portfolio -Evidence of Demonstrating Practice **GRR:** Gradual Release of Responsibility **ISMG:** Instrument-Specific Marking Guide **ICWD:** Integrated Course Work Days	**CASE:** College of Arts, Society and Education

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 ofTeachers (QCT) QCT Code of Ethics Professional Boundaries: A Guide for Queensland Teachers QCT-Evidence-Guide-for-Supervising-Teachers – Engagement Level

Important Placement Notice

Attendance must be for the entire school day and per the host site's timetable, including meetings and in-school extra-curricular activities. Graduate Student Teachers (GST) 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). GST must make up the missed day the following week to ensure the placement requirement of attending days consecutively.

The GST 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 GST 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 Graduate Student teachers are required to complete placements in their approved secondary teaching areas. Graduate Student 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 Graduate Student teachers' **first and second teaching areas**, with opportunities to engage in a balance across secondary year levels.

Placement Dates & Requirement Breakdown

ED5955 Learning for Diverse Learners in Secondary School Contexts (2 Placement Components)
Term 1: Preliminary 15th April – 19th April (5-day consecutive block)
Term 2: Final 29th April – 10th May (10-day consecutive block)
(2 Placement Components + 5 Days of Integrated Course Work spread throughout the Study Period)
Integrated Course Work Days to be completed by **BEFORE** Exam Week
For accreditation, GST requires Placement in **both** teaching areas across the **junior** curriculum

Preliminary (5 days)

Before the Placement Commencement Date

- Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- Negotiate Course Work Day scheduled to be completed **throughout** Term **1** & **2** to support ICWD suggested tasks
- **Week 1:** Targeted observation (understanding learners) and Professional Dialogue

Final (10 days)

- **Week 1:** 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 2:** 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 Work 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	ED5955 Professional Experience Reports: Preliminary + Final 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: 5th August – 30th August (20-day consecutive block)
(1 Placement Component + 7 Days of Integrated Course Work spread throughout the Study Period)
Integrated Course Work Days to be completed by **BEFORE** Exam Week
For accreditation, GST requires Placement in **both** teaching areas across the **senior** curriculum

Before the Placement Commencement Date

- Negotiate Course Work Day scheduled to be completed **throughout** Term **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
- **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 *Lead Teacher role* in the co-planning
- **Week 3 & 4: Independently** plan and 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 Course Work 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 **during** coursework Study Periods and negotiated between SBTE and GST. These 20 Integrated Course Workdays are to be completed as allocated.

ED5955 – 5 days
Completion of 5 Integrated Course Work Days is required to **pass the subject** and, therefore, must be **completed** & Attendance Report **returned BEFORE** the commencement of the Exam Week.

ED5965 - 7 days
Completion of 7 Integrated Course Work Days is required to **pass the subject** and, therefore, must be **completed** &Attendance Report **returned BEFORE** the commencement of the Exam Week.

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 is requested to 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.51

The learning experience undertaken on these days has the **essential focus to ensure integration of thesubject learning from each subject in the phase with the overall focus of the phase**.

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

Phase 2: Focus is on understanding the role of the teacher in influencing learning, especially 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 Study Period 1 p.34 and Study Period 2 p.52 for each subject in the phase that aligns with the phase focus and demonstration of understanding and GST's development. They document their learning progression with samples of evidence in the Professional Experience Portfolio.

SBTE submits a pay claim once GST completes all the required Integrated Course Work days for the Placement subject as per 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** orientates **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 signed Integrated Coursework Days Form per subject to JCU
- One Professional Experience Placement Report per Placement block
- SC submits signed Professional Experience Reports to Student Placements Team - **cc Graduate Student Teacher**

ED5955 **Phase: Minimum of Developing Adequately (Preliminary & Final)**

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
Before Placement	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 ExperienceWorkshops Ensure your Blue Card is current Access the **LearnJCU Profex Community Site 1st Year MTL Folder** for supporting documents and templates	**Direct** your colleagues to the provided 2024 JCU Professional Experience Resource Portfolio - Handbooks, Induction Document Professional ExperienceCalendar, Digital Reports and Supporting Resources JCU **offers** Optional 30 min Online support to schools who wish to gain a better understanding/clarification question/s regarding Placement requirements before placement. Please see School Partnership Support Timetable in the 2024 JCU Professional Experience Resource Portfolio for all joining links or p.15	JCU **offers** Optional 30 min Online support to schools who wish to gain a better understanding & clarification question/s regarding Placement requirements before the placement. Please see **School Partnership Support Timetable** in the 2024 JCU Professional Experience Resource Portfolio for all joining links or p.15 Ensure you have received and have access to the following: JCU Professional Experience Resource Portfolio, which includes • Induction Document • Placement Handbooks • 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	Meet with Graduate Student Teacher **Confirm** Graduate Student Teacher's 2 teaching areas **Record** GST's emergency contact details and sight their Blue Card	Meet with Graduate Student Teacher **View** GST's learning development and previous placement experience within the Program Overview
	Enquire about the School's Workplace Health and Safety Policy and Risk Management Policy **Become** familiar with school policies You may be required to be proactive and ask your Site Coordinator or Supervising Teacher about these policies You may be required to "sign off" on your understanding of the policies **Review** Subject Outlines with assessment items linked to ProfessionalExperience and plan to collect artefacts, as required	**Induct** GST to Workplace Health and Safety school policies and procedures **Orient** GST 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 • 1st Year Placement Goals & Structure p.4 • Roles & Responsibilities p.10 • Assessment p.20 • All Individual Placement Information ED5955 p.22 - 42 ED5965 p.43 - 60

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* • Placement Learning Goals • Detailed Weekly Learning Tasks • Portfolio Requirements • Assessment & Reporting Requirements	**Support** GST to balance a timetable to experience **both** teaching areas in the **junior curriculum** ED5955 placement and **senior curriculum** for ED5965 placement **Advise** the SBTE how you might support them in the assessment and reporting **Advise** GST how they should contact you for support **Advise** GST when you might check- in on them **Support** GST to negotiate Integrated Course Work Days	**Utilise** Support Documents • QCT Evidence Guide (for Engagement) • Support resources for SBTE:See QCT website **Provide** GST with the following • timetable • student information/data to support understanding of student 'readiness' and planning preparation • relevant curricular resources for the Placement • relevant management procedures and routines
	Complete the personal statement per Placement for your Portfolio **Prearrange** your Portfolio structure – include the 5 sections of the Placement Report Access the **LearnJCU Profex Community Site – MTL Placement Folder** for supporting documents and Professional Experience support		
During Placement	**Review** Subject Outlines with **assessment items linked** to Professional Experience and plan to collect artefacts, as required **Discuss** with SBTE the required artefacts for assessment **Follow** the detailed weekly placement tasks **Engage** in professional dialogue **Develop a** Professional **Experience Portfolio** **Use** Portfolio throughout the Placement to guide reflective practice discussions with SBTE **For ED5965 ONLY:** **Collate** a summary of learner progress t discuss with SBTE for ahandover	Initiate **early** the **At-Risk** Procedure if GST is At-Risk of not meeting requirements p.17 & p.18 **Form is located in JCU Resource Portfolio**	**Clarify** your expectations with your GST: • Reporting time, punctuality, duties, **planning deadlines**, mobile phones • Observation: how and when they could 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 GST demonstrating evidence of APSTs Initiate **early** the **At-Risk** Procedure in **either Teaching Area**, if GST is At-Risk of not meeting requirements so, support action can be implemented SBTEs provide a **moderated** Report across both teaching areas, and both discuss their specific subject with GST

	Graduate Student Teacher	Site Coordinator	Site-Based Teacher Educator
After Placement	**Ensure** all resources and teaching materials are returned, and 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 GST **submit** the Integrated Coursework Days Record Sheet to the Student Placements Team before the designated date	**Sign** the Professional Experience Report/ Record before submitting it to JCU Student Placements Team **Please cc GST 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 Site Coordinators **Submit** your Site Coordinator's pay claim **Direct** and support your colleagues to the JCU Professional Experience Resource website (pay forms)	Discuss assessment of GST with your SC if deemed necessary 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 **Sign** Integrated Coursework Days Record sheet

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 GST, 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.

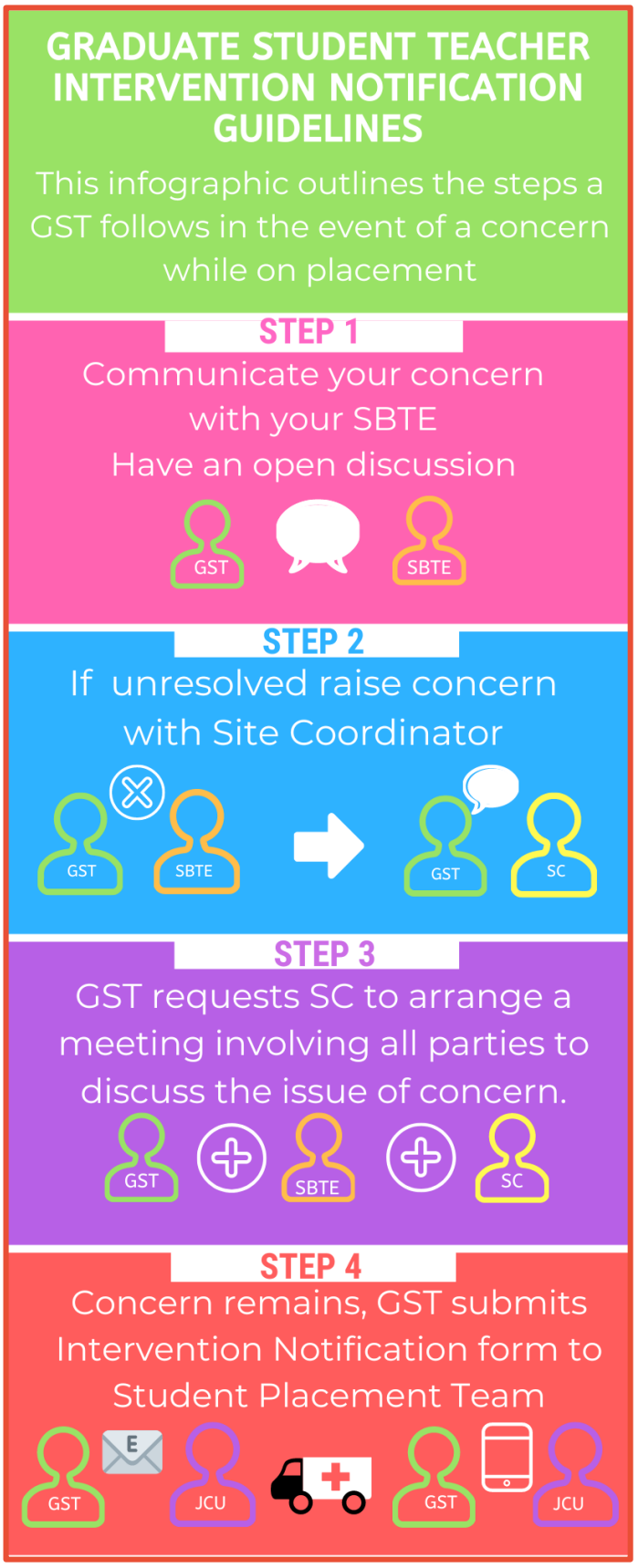
The purpose is to provide SCs and SBTEs an access platform to ask any questions they may have to gain the following:

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

If confirmed as hosting a 1st Year Graduate 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.

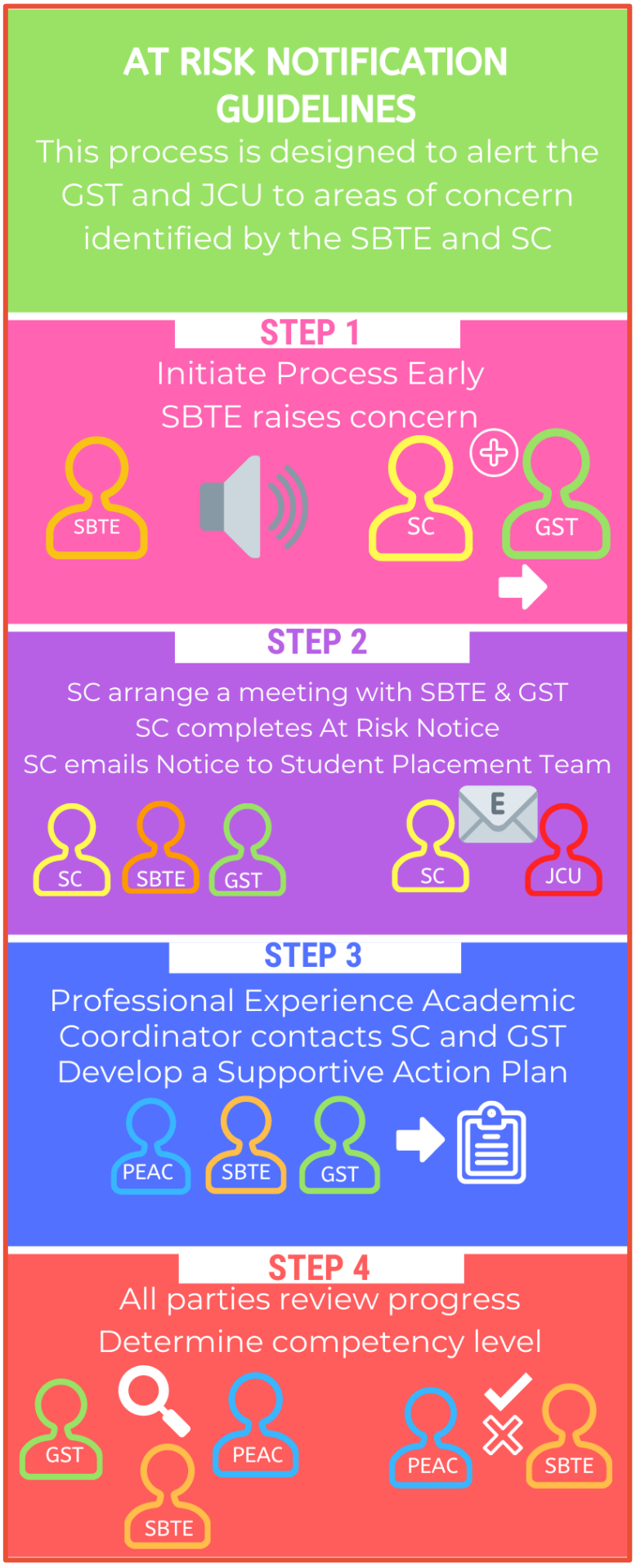
Graduate Student Teacher Request for Intervention

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



Upon receipt of the Intervention Notification, the Student Placement Team will notify the Professional Experience Academic Coordinator [Education]. The PEAC will contact the Graduate Student Teacher to discuss the concern. If necessary, the PEAC will visit the School to discuss the matter with the parties concerned – the Graduate Student 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 Graduate Student 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 Graduate Student Teacher could, with additional effort and attention, work to demonstrate competence in all criteria required in the Professional Experience.
- Where the Graduate Student 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 theGraduate Student Teacher.

The "Graduate Student 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
- Graduate Student Teacher and the Supervising Teacher
- In collaboration, the JCU Team, School and Graduate Student 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 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- 5 + 10 DAYS

Assessed using Professional Experience **Preliminary** and **Final** Report

GST organises a time with SBTE to discuss each Placement and overall evaluation

Discuss 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

Assessed using Professional Experience Report
GST organises a time with SBTE to discuss practice and overall evaluation

Discuss Professional Experience Report, including GST's 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 followinginto consideration**	Graduate Student Teacher **Regularly discuss** practice and self-appraisal to ensure ongoing development
• 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 theirProfessional Experience Portfolio • Professional dialogue of practice and professional learning 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

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 andProfessional 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.

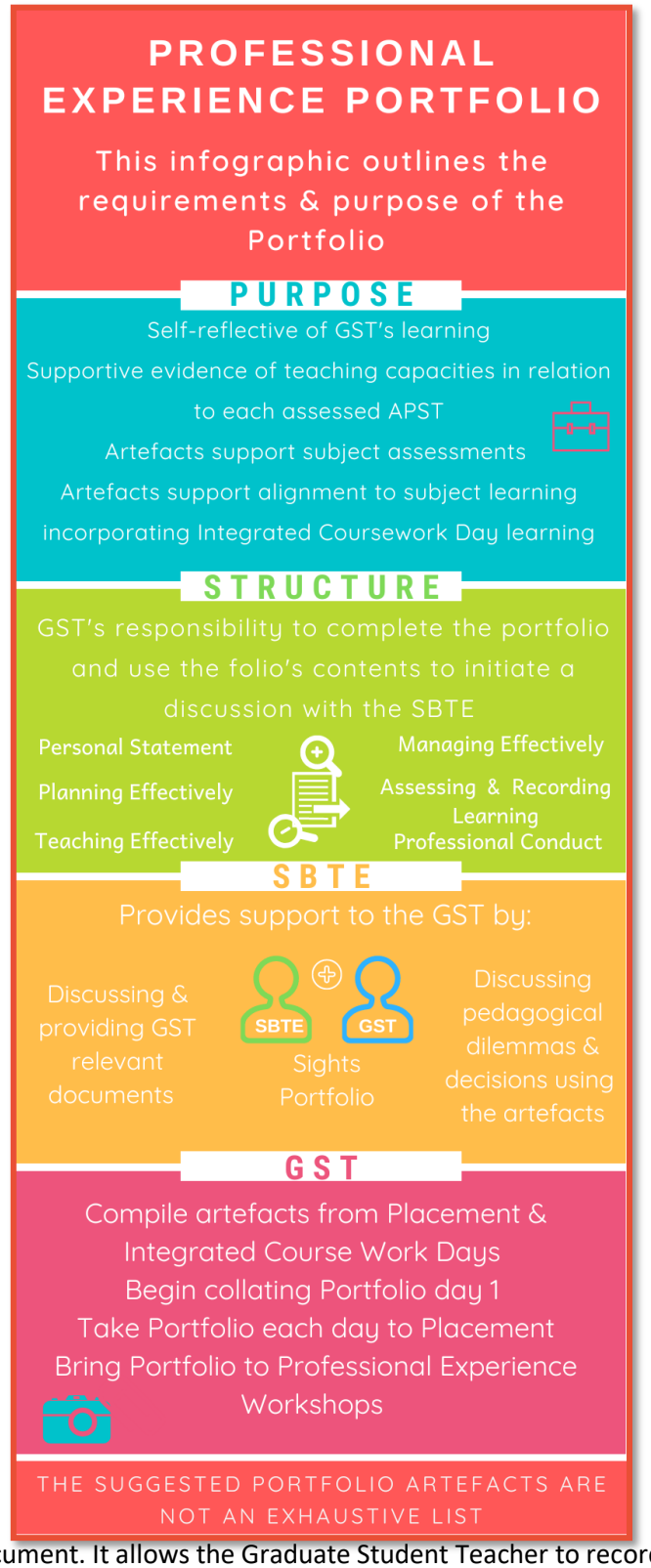
Assessment Ratings	
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage
Developing adequately towards graduate level	**Awareness** of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, 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 shown adequate progress over the Placement's length and that they are 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:
• 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	• 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

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 GST'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 GST in developing the practice of demonstrating evidence as they progress through their degree and career phases. The folio informs and supports the SBTE's assessment of the GST's development along with Observation of Practice and Professional Dialogue.



The Portfolio is a working document. It allows the Graduate Student 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 GST's knowledge. The SBTE and GST view and discuss the Portfolio artefacts **throughout** the placement to support professional dialogue and reflective practice.

Submission of Reports

Located

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

Who Submits

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

Report Details

- Support 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

Individual Placement Details

1st Year 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 PROFILES

When you know students, you can plan and teach more effectively. A Learner Profile is the gathering of purposeful information - providing 'data' for analysis.

INDIVIDUAL PROFILES

Profiles are representative of the Current Achievement Standard

2 students 'below ' satisfactory standard

2 students 'at' satisfactory standard

2 students 'above' satisfactory standard

CLASS PROFILES

Profile the diversity within the class in terms of learner readiness, sociability, backgrounds, interests, special needs and achievements

Discuss with SBTE

OBSERVATIONS

Observe the learners in different contexts:

- Indoors/outdoors
- Varied learning areas
- Specialised subjects
- With other staff
- With parents
- Settings other than the classroom

DATA

- Interests
- Special achievements and skills
- Special needs
- Language background e.g. language/s spoken at home, home literacy resources
- Access to technologies
- Social/emotional factors
- Family factors
- Cultural/religious factors

APST 1

KNOW STUDENTS AND HOW THEY LEARN

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

Evidence-informed decisions

APPRAISING

Appraise the impact of teaching and learning decisions

ED5955 Goals and Placement Overview

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

Planning for Learning
Pedagogical decisions
Responsive to diverse needs
Assessing Learning

GOAL 3

Explore how inclusive approaches to classroom management support and foster engagement

GOAL 4

Explore strategies to support engagement in learning

ED5955 LEARNING TASK OVERVIEW

This infographic outlines the Work Integrated learning tasks across the two blocks of Placement

WEEK ONE

Expectations dialogue
Observe learners & SBTE pedagogical decisions

Collect and annotate relevant classroom data & evidence

Co-reflect & evaluate progress against Preliminary Report

Profile class & 3 focus students

WEEK TWO

Co-plan and co-teach
2 lessons
1 per teaching area
or
2 per 1 teaching area

Co-reflect & evaluate progress against Final Report

SBTE GST

WEEK THREE

Observe incorporation of Cross Curriculum priorities, in particular Literacy and Numeracy

G-R-R
Co-plan and co-teach
2 lessons
1 per teaching area or
2 per 1 teaching area

Co-reflect & evaluate progress against Final Report

Understanding learners
APST
1.1 1.3 1.5 3.1
in relation to Language & Literacy knowledge and Mathematical readiness

CONTINUE TO DEVELOP PROFESSIONAL EXPERIENCE PORTFOLIO FROM INTEGRATED COURSEWORK DAYS

ED5955: Weekly Learning Tasks in Detail

Week	ED5955 – Preliminary (Observation, Professional Dialogue, Learner Profiling)			
	What is Intended Learning	**How will you engage Learning**	**How will you assess Learning**	**Reflections to Improve Student Learning**
1	Engage in professional expectations dialogue with SBTE and discuss ED5955 Placement Goals Discuss ED5955 Preliminary Report – Engagement Level Discuss with SBTE: **Child Study Research Project** Discuss how SBTE approaches planning considerations with the alignment of **intended**, **enacted** and **assessed** learning in the classroom SBTE model planning and the development of the structure of a lesson to sequence the learning intention and learner needs **Lesson Structure Template** Discuss the planning of behaviour management plans with Tier 1 **preventative** approaches to **establishing** a safe and supportive learning environment	SBTE model and GST observe, andrecord differentiated teaching strategies and how SBTE engagesstudents in learning SBTE model teaching strategies, particularly in literacy and numeracy, to support learner readiness GST observe targeted students' engagement in learning SBTE model planned **preventative Tier 1 universal supports** for engagement and a safe environment GST provides incidental support to help students engage in class activities (individual and small groups) GST take the initiative to know learners **APST 1.1** & **APST 1.3**	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 Observe how SBTE seeks learner understanding of concepts and provides feedback to support learning progression Observe focus students' needs and how their needs may impact their engagement in learning Observe and record **preventative** approaches and strategies to engage students and create an environment supportive of learning, e.g., *routines, expectations, communications, active supervision, transitions* 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**	Co-reflect upon observed strategies to **engage** learning (student-centred and teacher-centred approaches to teaching) 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 Co-reflect upon observed strategies to **assess** learning and how it informs next step planning Reflect on your observation notes of the planned preventative approaches and how class routines and procedures promoted a supportive and safe learning environment Review the evidence of professional learning; reflect on your initial perspective of teaching and amend your personal statement (generated before Week 1) to reflect your new professional learnings Co-reflect with SBTE against ED5955 Preliminary Report

Artefact Collection:

Collect relevant school policies and annotate to show evidence of their observations of policy enactment in the classroom

Review and select suitable literacy and numeracy data and evidence (from the sources available) to understand **literacy and numeracy demands of subject-specific content** and plan for their next step learning – specifically in relation to **mathematical knowledge** (NAPLAN, PAT-M, school-based testing, diagnostic, formative and summative) and **language and literacy knowledge** (NAPLAN, PAT-R, school-based testing, diagnostic, formative and summative)

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 strategies used by SBTE for interpreting, recording and communicating student data to a range of audiences (including students, parents, colleagues and school administration) for the purpose of improving student learning.

Week	ED5955 Final (Co-planning, Co-teaching, Co-assessing and Co-reflecting for 2 lessons per day for both teaching areas in the junior curriculum)			
	What is Intended Learning	**How will you engage Learning**	**How will you assess Learning**	**Reflections to improve student Learning**
2	Engage in a professional dialogue with SBTE, e.g., the APSTs embedded in ED5955 - Assessment Item 2 **Co-plan** 2 differentiated planned lessons per day (according to timetable) 1 **per teaching area in the junior curriculum** **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 Guided discussion **to support** GST to • 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** Discuss the planning of behaviour management plans with **Corrective** approaches to support a safe and supportive learning environment	Model and explain the practiceof chosen teaching strategies, particularly in literacy and numeracy, to support ***learner readiness***, needs and strengthsof learners Model and explain chosen methods of teaching specific toteaching area Model differentiated teaching strategies to engage diverse learners SBTE model corrective strategiesto support student engagement **Co-teach** two planned lessons per day (according to timetable)**1 per teaching area in the junior curriculum** Team Teaching Model of choice Adopt and support SBTE's approach to fostering a positive,safe learning environment, with a focus on corrective micro-skill strategies	Observe and record differentiated teaching strategies supporting student learning Observe and record strategies to assess student learning throughout the phases of lessons - what types of data/examples provide evidence of learning SBTE model and GST observe formative feedback strategies to support learner progress Observe and record timely feedback and how it aligns with the learning intentions Observe informed decision-making by SBTEto modify (if required) the **intended plan** to support learner progression Collect and gather evidence of learner progression – the **assessed learning** Observe student engagement in the learning tasks Ethically & confidentially continue to develop Individual Learner Profiles **including chosen project student**	Co-reflect upon observations and evidence of learning with the alignment of the i**ntended**, **enacted** and **assessed** learning Co-reflect upon the impact of the pedagogical decisions in the co-taught lessons Co-reflect upon how to provide student feedback to support learning progression Annotate lesson plans – guided by analysis of assessed learning to support next step planning **Independently** reflect upon key aspects of your practice Seek targeted feedback in relation to key aspects of your practice Critically reflect upon student participation and engagement with learning activities – **discuss** your insights with SBTE Incorporate SBTE feedback into next step planning Co-reflect with SBTE against the Formative Discussion Finalise reflection which synthesises your professional learning for Week 2, incorporating scholarly references

Artefact Collection:
Continue to collect suitable observational, anecdotal, archival and/or achievement data to support Child Study Research Report - school-based testing, diagnostic, formative and summative

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	**Gradual Release of Responsibility for GST take over Lead Teacher Role** **Co-plan** the learning and teaching sequence of differentiated lessons catering for learning needs 2 lessons per day (according to timetable) 1 **per teaching area in junior curriculum** **Guided** discussion to support GST to review data and evidence of assessed learning to inform next step planning Guided discussion **to support** GST to • identify learning goals with respect to curriculum content and specific learning needs based on 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	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 **Gradual Release of Responsibility for GST take over Lead Teacher Role** **Co-teach** 2 lessons per day (according to timetable) 1 **per teaching area in the junior curriculum** Team Teaching Model of choice Select and plan for a **range** of pedagogical strategies that allow you to teach the required curriculum to your students	GST collect and gathers evidence oflearner progression during the taught lessons – the **assessed learning** Adopt SBTE's approach to provide timely feedback to support learner progression 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 Ethically & confidentially complete Individual Learner Profiles **including chosen project student**	Co-reflect upon student engagement Seek targeted feedback in relation to key aspects of your practice Annotate lesson plans – reflective of adjustments Co-analyse **evidence of learning** to **identify** suggestions for next step learning Incorporate SBTE feedback into next step planning Co-reflect with SBTE against ED5955 Final Report Finalise written reflection that synthesises your **professional learning** for Week 3, incorporating scholarly references Discuss your reflection with SBTE **Articulate** professional goals for your next phase (ED5965) of Professional Experience

Artefact Collection:
Reflections of specific examples of your personal and professional ethical practice and how it reflects the codes of ethics and conduct of the teaching profession
Discuss how SBTE works towards alignment of **intended**, **enacted** and **assessed** learning in the classroom
Effective ways to positively engage with parents/carers and the community that support student learning

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 sources of information used at the school and classroom level to inform decision-making around planning.
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 prior to or on the first day of the Professional Experience Phase with the Site-Based Teacher. **Consistently** throughout the Placement, Graduate Student Teachers shares and discusses 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 over 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	**Suggested Artefacts for Inclusion** **This is not a Checklist**
Personal statement	Written philosophy about learners and how they learn, with reference to human development and behaviour, including scholarly references
Planning effectively	***Collecting and interpreting baseline data to establish students' learning needs and current levels of performance*** • 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
	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 • 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	***Enacting plans and evidencing the impact of pedagogical decisions on student learning*** • 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	***Create and maintain supportive and safe learning environments.*** • Annotated school's safe and supportive policies of 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	***Assess, provide feedback and report on student learning*** • 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	***Engage professionally with colleagues, parents/carers and the community*** • 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)
Ensure you have your Portfolio when attending Professional Experience Workshops	

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ED5955
Secondary

ED5955 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 5 Integrated Course Work Days is required to **pass the subject** and therefore must be **completed**
&
returned BEFORE the commencement of Exam Week

Name		Student Id:	

Day	Date	School	Class	SBTE Name	SBTE Signature
ED5955					
1					
2					
3					
4					
5					
Additional by choice					

Study Period 1 Integrated Coursework Suggested Activities

As part of their coursework, Graduate Student Teachers are required to negotiate access to the classroom in relation to specific learning areas. The essential focus of these days in schools is to ensure integration of the subject learning from each subject in 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
Study Period 1	ED5956	Junior Curriculum 1	**Activities:** • 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 **Discussion:** • 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	Documented lesson observation, annotated lesson plans and curriculum resources Documented lesson observation, annotated lesson plans and curriculum resources An example of Behaviour Management Plan Documentation of the adoption of interdisciplinary skills in the lesson/subject Annotated administrative, organisational, and legislative requirement policies Examples of the incorporation of ICT to engage students in their learning Examples of strategies to support the literacy and numeracy demands of learning tasks **Specific data to support Subject Assessment**
	ED5957	Junior Curriculum 2	**Activities:** • 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 **Discussion**	Observation notes reflecting upon the success of strategies to support student engagement Examples of the incorporation of ICT to engage students in their learning Examples of strategies to support the literacy and numeracy demands of learning

			• 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?	tasks **Specific data to support Subject Assessment**
	ED5959	Planning for Engaging Learning in Secondary Contexts	**Activities:** • 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	Examples of lesson plans Classroom Observation Templates – **(Professional Experience Community Site)** **Specific data to support Subject Assessment**
			Discussion: • 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?	

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ED5955
Secondary

ED5955 Preliminary Professional Experience Report

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

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

Graduate Student Teacher:		**Student Id:**	
JCU Partnership School:			
SBTE/s:			
Year Levels 7 - 10 **Both Teaching Areas**	**Year Level**	**Teaching Areas/Subject**	

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 SUCCESSFUL DEMONSTRATION OF ENGAGEMENT ➢ With some advice and support is able to link/design/source… ➢ Is usually able to… ➢ Is aware of, understands… ➢ Has some capacity… ➢ Is often prepared to… ➢ Initiate some…
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 of learners, and how their perspectives can shape their practices.		Satisfactory			
		Well Developed	Developing Adequately	Not Developing	N/A
Planning effectively – Preparation for teaching					
Discuss observations of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	☐	☐	☐	
Discuss observations 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	☐	☐	☐	
Comments:					
Teaching effectively – enactment of teaching					
Demonstrate developing knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area through observation records and reflections	APST 2.1	☐	☐	☐	
Comments:					
Managing effectively – create safe and supportive learning environments					
Observe and record strategies to support inclusive student participation and engagement in classroom activities	APST 4.1	☐	☐	☐	
Observe and record strategies for classroom organization	APST 4.2	☐	☐	☐	
Comments:					

Constructive feedback to support GST to **plan** for their next phase Placement.

Professional Experience Overall Result			Requirements	
Satisfactory		Unsatisfactory	Completed 5 Days	☐
☐		☐	Completed and Discussed professional portfolio recommendations	☐
Means GST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)		**Means GST 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	☐

Graduate Student Teacher's name		**Signature** **Date**	
Supervising Teacher's name		**Signature** **Date**	
Site coordinator's name		**Signature** **Date**	

College of Arts, Society & Education

MASTER OF TEACHING & LEARNING

ED5955 Final Professional Experience Report

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

Graduate Student Teacher:		**Student Id:**	
JCU Partnership School:			
SBTE/s:			
Year Levels 7 - 10 **Both Teaching Areas**	**Year Level**	**Teaching Areas/Subject**	

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 SUCCESSFUL DEMONSTRATION OF ENGAGEMENT ➢ With some advice and support is able to link/design/source… ➢ Is usually able to… ➢ Is aware of, understands… ➢ Has some capacity… ➢ Is often prepared to… ➢ Initiate some…
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 of learners, and how their perspectives can shape their practices.		Satisfactory			
		Well Developed	Developing Adequately	Not Developing	N/A
Planning effectively – Preparation for teaching					
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	☐	☐	☐	
Comments:					
Teaching effectively – enactment of teaching					
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	☐	☐	☐	
Tick 'NA' if unable to assess in the school context 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	☐	☐	☐	☐
Tick 'NA' if unable to assess in the school context Demonstrate broad knowledge of, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	☐	☐	☐	☐
Comments:					

Managing effectively – create safe and supportive learning environments					
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	☐	☐	☐	
Comments:					

Assessing and Recording					
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	☐	☐	☐	
Comments:					

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

Constructive feedback to support GST to **plan** for their next phase Placement to plan and teach independently.

:

Professional Experience Overall Result			Requirements	
Satisfactory		Unsatisfactory	Completed 10 Days	☐
☐		☐	Completed and Discussed professional portfolio recommendations	☐
Means GST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)		**Means GST 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	☐

Graduate Student Teacher's name		**Signature** **Date**	
Supervising Teacher's name		**Signature** **Date**	
Site coordinator's name		**Signature** **Date**	

ED5965 Goals and Placement Overview

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 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 LEARNING TASK OVERVIEW

This infographic outlines the Integrated Professional Experience learning tasks during the 20 day Placement

WEEK ONE

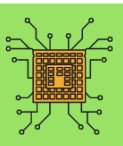
Document planned differentiation
Observation of the development of a supportive and safe learning environment

Collect and annotate relevant classroom data & evidence

Co-reflect & evaluate progress against Report & APSTs

Profile class & 3 focus students

WEEK TWO



Co-plan and co-teach all lessons for both Senior Curriculum Teaching Areas G-R-R

Observe and record the inclusive teaching strategies

WEEK THREE

Independently enact PTAR cycle all lessons for boh Teaching Areas in Senior Curriculum Subjects

Assess the impact of your pedagogical decisions

WEEK FOUR

Independently enact PTAR cycle all lessons for both Teaching Areas

Co-reflect & evaluate progress against Report and APSTs Development

CONTINUE TO DEVELOP PROFESSIONAL EXPERIENCE PORTFOLIO

ED5965: Weekly Learning Tasks in Detail

Week	Observation, Professional Dialogue, Learner Profiling			
	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	Engage in a professional expectations dialogue with SBTE Discuss **Placement Reflective Analysis** from ED5955 placement to support ED5965 professional goals 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 Discuss planned strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements Discuss planned **differentiation** for a minimum of 3 focus students GST documents the differentiated plan with such considerations, e.g., curriculum,environment, learning experience, affect,wellbeing	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 SBTE model and GST observe and record the enactment of the differentiated strategies to engage student learning Observe and record the inclusive teaching strategies, particularly with students with a **disability** GST provides incidental support to help students engage in class activities (individual and small groups) GST take the initiative to know learners **APST 1.1 & APST 1.6**	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 Observe and record inclusive strategies to assess learning, particularly with students with a disability Ethically & confidentially gather student learning plans - data on student learning and achievement data & evidence collected for NCCD Ethically & confidentially begin developing 3 focus student profiles whose current performances are representative of 'below' 'at' 'above' achievement standard	Co-reflect with SBTE • school discipline and welfare policies • school behaviour management inclusion/inclusive education policies in relation to class routines/positive classroom behaviour management plans Co-reflect 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 Co-reflect on observed teaching practices (what was **evidence of learning** and **evidence of how learning didn't meet** the planned learning intentions 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 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

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 the functional impact on learning and planning for learning.

NCCD reporting requirements and the moderation processes with the school - including disability categories and what constitutes evidence. Reporting requirements, including NCCD and the significance of the profession.

Behaviour management strategies and the difference between challenging behaviours and strategies to support inclusive student participationand engagement in classroom learning tasks for all students.

Week	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			
	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	**Discuss** planning considerations and teaching strategy choices, particularly in literacy and numeracy, to support learners' *'readiness'*, needs and strengths – include **inclusive pedagogical choices** of teaching strategies, inclusive language, particularly with students (if applicable) with a disability **Review** selected data and evidence (from the sources available) to understand learners in order to plan for their next step learning **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 **Co-planning discussion** for all lessons - **both** teaching areas in the **senior curriculum** **Guided Planning** considerations • SBTE's expectations of written documentation for planned lessons for SBTE to review e.g., lesson procedureand 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	Co-teach lessons for **both** teaching areas **– senior curriculum** with SBTE as Lead Teacher SBTE is 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 Model SBTE's approach with classroom management strategies (observed in Week 1) to support all learners' needs and strengths, particularly students with a disability Adopt and support SBTE's approach to managing challenging behaviours Support student learning witha focus on being inclusive andexploring inclusive language and practices	Observe and record the strategies to assess for learning and how SBTE makes pedagogical adjustments to the intended plan Observe the types and timing of feedback provided to support learner progress 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 Observe and record classroom management strategies, to supportall learners' needs and strengths, particularly with students with a disability Observe how the 3 focus students engage in learning and interact with their peers	**Co-reflect** upon: • The alignment of curriculum, pedagogy and strategies for assessing learning between yourintended plan and the enacted teaching • Strategies for assessment • The assessed learning (what was **evidence of learning** and **evidenceof how learning that didn't meet** the planned learning intentions) • Next step planning for intending learning based on analysis of assessed learning Reflections at the end of the lessons where differentiation (including adjustments) occurred inreal-time, according to student need, and was not previously planned **Appraise** the impact of the chosen pedagogical decisions in each of the co-taught lessons in light of scholarly learning from coursework theory Seek targeted feedback in relation to key aspects of your practice against the focus APSTs Incorporate SBTE feedback into next step planning Finalise written reflection that synthesises your professional learning for Week 2, incorporating scholarly references Co-reflect with SBTE against ED5965 report
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?				

Week	Independent planning and teaching of all lessons for both teaching areas – senior curriculum			
	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	Review assessed learning data and evidence to date to plan for their next step learning Ensure to review the **curriculum demands** of the current unit and the alignment required between **assessment tasks** and the **sequence of lessons** **Independently** plan all subjects spread across **both** teaching areas – **senior curriculum** **Independent Planning** considerations • 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	Select and plan for a range of pedagogical strategies that allow you to teach the required curriculum to your students **Independently** teach all **senior** curriculum classes for both teaching areas using the selected pedagogical framework	Monitor learner understanding of lesson intentions/outcomes and modify (if required) the **intended plan** to support learner progression Assess for learning and provide student feedback and advice on how to improve their progression towards meeting either summativeor formative assessment	Annotate lesson plans with modifications/adjustments according to student need Appraise the impact of the pedagogical decisions, drawing on evidence of learning from the 3 focus students to inform ongoing planning decisions Critically reflect upon the impactof your chosen pedagogical decisions **in light** of scholarly learning from coursework theory and how it can inform future planning and improve pedagogy 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) Incorporate SBTE feedback into next step – planning or enactmentof teaching Co-reflect with SBTE against ED5965 Formative Report Finalise written reflection that synthesises your professional learning for Week 3, incorporating scholarly references & discuss with SBTE
	Suggested Focus Points using the Portfolio artefacts to engage in Professional Conversations with SBTE during Week 3 Ways to identify when it is more appropriate to use open or closed questions. Effective strategies to use to consolidate students' understanding of complex concepts. Methods to assess student prior learning. 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?			

Week	Independent planning and teaching of all lessons for both teaching areas – senior curriculum			
	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	Review assessed learning data and evidence to date to plan for their next step learning Ensure to review the **curriculum demands** of the current unit and the alignment required between **assessment tasks** and the **sequence of lessons** Independently plan a full-time load with subjects spread across both teaching areas – senior curriculum. **Independent Planning** considerations • feedback from co-reflections and teaching practice to inform next step learning • identify relevant ACARA links for learning outcomes • differentiated inclusive strategies for alllearners 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	Select and plan for a range of pedagogical strategies that allow you to teach the required curriculum to your students **Independently** teach all senior curriculum classes for both teaching areas using the selected pedagogical framework	Monitor learner understanding of lesson intentions/outcome and modify (if required) the **intended plan** to support learner progression Assess for learning and provide student feedback and advice on how to improve their progression towards meeting either summative or formative assessment Collate a **summary** of learner progress to discuss with SBTE for a **handover**	Annotate lesson plans with modifications/adjustments according to student need Appraise the impact of the pedagogical decisions, drawing on evidence of learning from the 3 focus students to inform ongoing planning decisions 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 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) Incorporate SBTE feedback into next step – planning or enactment of teaching **End of Placement Evaluation:** • SBTE evaluates GST's professional learning against the report • SBTE will **discuss** the Professional Experience portfolio to **inform their assessment** of the GST's

				performance over the Professional Experience phase • 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

Suggested Focus Points using the Portfolio artefacts to engage in Professional Conversations with SBTE during Week 4

Strategies for reporting to students and 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 thecomplex 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. **Consistently** throughout the Placement, Graduate Student Teachers shares and discusses 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 over 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	**Suggested Artefacts for Inclusion** **This is not a Checklist**
Personal statement	A written philosophy reflecting your understanding of what constitutes as inclusive education and how it is or is not supported in the Australian school system and how your actions, with planning, teaching, assessing and reflecting, will represent an inclusive educator of current times. Include scholarly references.
Planning effectively	***Collecting and interpreting baseline data to establish students' learning needs and current levels of performance*** • records and observations of classroom talk and patterns of interactions that reflect inclusive language • 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
	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 • Two of SBTE's lesson plans with post-implementation annotations based on observations • Written reflections evidencing the incorporation of SBTE strategies whichinclude 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	***Enacting plans and evidencing the impact of pedagogical decisions on student learning*** • 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. These documents must be accompanied by GST's annotations to demonstrate links to APSTs and the learning goals of students

	• 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	***Create and maintain supportive and safe learning environments*** • 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	***Assess, provide feedback and report on student learning*** • 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	***Engage professionally with colleagues, parents/carers and the community*** • 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
Ensure you have your Portfolio when attending Professional Experience Workshops	

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 Course Work Days is required to **pass the subject** and therefore must be **completed** & **returned BEFORE** the commencement of Exam Week

Name			Student Id:	

Day	Date	School	Class	SBTE Name	SBTE Signature
ED5965					
1					
2					
3					
4					
5					
6					
7					
Additional by choice					

Study Period 2 Integrated Coursework Suggested Activities

As part of their coursework, Graduate Student Teachers are required to negotiate access to the classroom in relation to specific learning areas. The essential focus of these days in schools is to ensure integration of the subject learning from each subject in 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
Study Period 2	ED5966	Senior Curriculum 1	**Activities:** • 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 making an accurate consistent judgement using the marking rubric • Participate in a moderation meeting – if possible **Discussions:** • 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	Documented lesson observation, annotated lesson plans and curriculum resources Types of work samples used to analyse and evaluate student understanding of core concepts Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning Documented senior schooling policies and practices **Specific data to support Subject Assessment**
	ED5967	Senior Curriculum 1	**Activities:** • 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? **Discussion:** • 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	Documented lesson observation, annotated lesson plans and curriculum resources Documentation of school/teacher's collaborative partnership programs with families that support student learning? How could systems and processes used or in

			backgrounds? • 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?	place within your school be improved to engage parents/carers? Documented effective methods for communication with parents/carers **Specific data to support Subject Assessment**
	ED5958	Literacy and Numeracy for Secondary Teachers	**Activities:** • 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 student's 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 response to these capabilities across the curriculum • Identify ways teachers foster independence, self-direction and motivation for students to stay on task **Discussions:** • 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 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?	Documented evidence of data sources and examples of how they are used in planning literacy and numeracy Documented examples of opportunities for students to develop multi-literacies in meaningful and authentic ways Evidence of approaches or resources to assist students to critically analyse texts Document examples of assessment that determine literacy and numeracy levels and how the practices serve stakeholders 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 Examples of the numeracy demands of learning tasks – other than mathematics and the strategies to scaffold to support the need of the learner **Specific data to support Subject Assessment**

ED5965 Formative Report

This is not an exhaustive list but merely a guide to instigate discussion

This IS NOT required to be submitted to JCU

	Developing	Needs Attention	GST Notes
TEACHING SEGMENT	**G**	**D**	
Planning			
Uses school curricular resources appropriately			
States clear and appropriate lesson intent			
Designs a logical teaching and learning sequence			
Considers literacy and numeracy readiness			
Considers the needs and strengths of all learners when planning			
Provides clear instructions			
Organises resources for a lesson in advance			
Teaching			
Demonstrates understanding of teaching area content			
Uses a range of teaching strategies			
Uses a range of resources, including ICT			
Explains lesson content clearly			
Communicates clearly and accurately			
Uses voice effectively: varies pitch, volume, tone and speed			
Explores a variety of questioning techniques			
Paces the lesson appropriately			
Responds to students in an encouraging and respectful manner			
Gathers student's feedback to improve on practice			
Shows evidence of SBTE's feedback in future planning and practice			
Reflects upon own learning from and through pedagogical mistakes			

Managing			**GST Notes**
Knows student's names			
Provides clear expectations			
Provides clear instructions and directions			
Monitors student behaviour: reinforces positive behaviour, redirects/discourages negative behaviour			
Responds firmly and calmly towards challenging behaviour			
Waits for class attention before speaking			
Moves systematically around the room			
Maintains class routines and procedures			
Assessing			
Checks for student understanding at appropriate moments			
Supports, motivates and encourages students to persist			
Aligns formative strategies with pedagogy and lesson intent			
Provides timely and specific feedback to support student understanding			
Developing capacity to interpret student assessment data			
Comments:			

ED5965 Professional Experience Report

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

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

Graduate Student Teacher:		**Student Id:**	
JCU Partnership School:			
SBTE/s:			
Year Levels 11 & 12 **Both Teaching Areas**	**Year Level**	**Teaching Areas/Subject**	

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 SUCCESSFUL DEMONSTRATION OF ENGAGEMENT ➢ With some advice and support is able to link/design/source… ➢ Is usually able to… ➢ Is aware of, understands… ➢ Has some capacity… ➢ Is often prepared to… ➢ Initiate some…
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	N/A
Planning effectively – Preparation for teaching					
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	☐	☐	☐	☐
Comments:					

Teaching effectively – enactment of teaching					
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	☐	☐	☐	
Tick 'NA' if unable to assess in the school context 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	☐	☐	☐	☐
Tick 'NA' if unable to assess in the school context Demonstrate broad knowledge of, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	☐	☐	☐	☐
Comments:					

Managing effectively – create safe and supportive learning environments					
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	☐	☐	☐	
Comments:					

Assessing and recording 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	☐	☐	☐		
Comments:						

Professional Conduct					
Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4			☐	
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of 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			☐	
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4			☐	
Please leave blank if unable to assess in the school context: Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3			☐	☐

Constructive feedback to support GST to **plan** for their Final Year Placement to meet Graduate Level.

Professional Experience Overall Result			Requirements	
Satisfactory		Unsatisfactory	Completed 20 Days	☐
☐		☐	Completed and Discussed professional portfolio recommendations	☐
Means GST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)		**Means GST 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.	☐

Graduate Student 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 – MTL Placement 2024 – Templates Folder. Please **download** the required Templates in preparation forPlacement.

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

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