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## **Section 1**

### **Placement Information**

A full overview of Placement details and requirements

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

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

## Level 3 Placement Structure and Goals

### LEVEL 3 STRUCTURE

#### PROFESSIONAL EXPERIENCE

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

#### PLACEMENTS

# 1

ED3442

5 days

# 2

ED3297

15 days

#### PRIOR KNOWLEDGE

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



#### ED3442

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

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

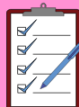


#### ED3297

Use quantitative and qualitative sources of data and evidence to inform planning for improved learning

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

Further, develop abilities towards independent practice



### LEVEL 3

#### PLACEMENT GOALS

This infographic explains the overarching goals for the level 3 Professional Experience

#### GOAL 1

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



#### GOAL 2

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



#### GOAL 3

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



#### GOAL 4

Synthesise and integrate advanced curriculum knowledge to plan for differentiated learning



## Program Overview

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

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

Placements are scheduled at multiple points in the school year to provide Preservice Teachers with a comprehensive view of the teaching cycle: **Planning phases** at the start of a term or semester, **Active teaching periods** during core instructional weeks, and **Assessment and reporting periods** toward the end of a term. This structure ensures PST experience the breadth of school operations and develop a holistic understanding of classroom practice.

### Trimesters 1 -3

#### Level 1 Subjects

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

#### Level 2 Subjects

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


#### Level 3 Subjects

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

#### Level 4 Subjects

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

## Professional Experience Contacts

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

## Missed Placement Critical Notice

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

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

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

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

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

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

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

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

### Teaching Areas

**Under the AITSL Program Standards for Accreditation of Initial Teacher Education Program requirements, Secondary preservice teachers must complete placements in their approved secondary teaching areas.**

Preservice teachers should not be placed in subjects that are 'out of field'. For the purposes of Professional Experience, they cannot be assessed and demonstrate the Graduate Standard in 'out of field' subjects. Site Coordinators are asked to **support** the arrangement of an **appropriate timetable** that covers a **balance of preservice teachers' both teaching areas**, with opportunities to teach **senior secondary curricula** throughout the Placement. The preservice teacher is preparing to teach in two designated curriculum areas, both of which hold equal importance in their program.

## Placement Dates & Requirement Breakdown

ED3442 – Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities  
Term 1: 9<sup>th</sup> March – 13<sup>th</sup> March (5-day consecutive block)

- **Before Placement Commencement Date:** Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction

**Observational** placement focusing on the field of inclusive education. PST explores how a range of educational environments support students **whose learning needs are impacted by disability/ diversity/ trauma and/or illness.**

- Emphasis is placed on observing how the assigned class plans for and responds to the diverse learning needs within the class
- Targeted observation & participation in a **designated class** (with a student/s with specific learning needs) and to be immersed in the school's inclusion practices

PST observes and develops a Student Case Study with a child with a specific learning need

### Reporting

When	- Within 5 days of Placement completion to support student subject progression
What	- Non-assessed professional Experience Formative Report to prepare PST for the next phase of Placement - PST must compile Professional Experience Evidence-Based Portfolio, including Case Study and Reflective Practice Journal
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to <a href="#">Student Placements Team</a>

ED3297 – Reflective Teaching Cycles and Positive Learning Environments (Secondary)  
Term 3: 5<sup>th</sup> July (15-day consecutive block)

May return to ED3442 Term 1 School if it was a mainstream school  
For accreditation, Preservice Teachers require Placement in **both** of their teaching areas across the **senior** curriculum

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

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

### Reporting

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

## Roles and Responsibilities

### Mandatory Induction

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

### Expectations

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

### Engagement

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

### Assessment & Reporting

- **SBTE** provides evidence-based feedback (verbal & written) to **PST** to support their development
- **SBTE** uses Portfolio as evidence to support the evaluation of **PST's** performance
- One Professional Experience Placement Report per Placement block  
Professional Experience Formative Report ED3442  
Professional Experience Report ED3297: Minimum of Developing in **EACH** descriptor at Engagement Level
- **SC** submits signed Professional Experience Reports & Records to Student Placement Team - cc Preservice Teacher
- Report is due **within 5 days** of Placement completion for the **PST's** course progression

## Placement Checklist

A Quick "Go To Guide"

Pre-Placement Check	Pre-Service Teacher	Site Coordinator	Site-Based Teacher Educator
	<p><b>Review</b> the following documents</p> <p><b>QCT</b>  <a href="#">Code of Ethics</a>  <a href="#">Professional Boundaries</a></p> <p><b>JCU</b>  <a href="#">Student Code of Conduct</a></p> <p>Have <b>full</b> knowledge of</p> <ul style="list-style-type: none"> <li>• Professional Experience -Student General Handbook</li> <li>• Induction Document</li> <li>• Professional Experience Handbook</li> <li>• Placement Learning Goals</li> <li>• Detailed Weekly Learning Tasks</li> <li>• Portfolio Requirements</li> <li>• Assessment &amp; Reporting Requirements</li> </ul>	<p><b>Direct</b> colleagues to the provided <a href="#">JCU Professional Experience Resource Portfolio</a> - Induction Documents Guide, Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources</p>	
	<p><b>Attend</b> all Placement Workshops to meet the Subject's Special Assessment Requirement</p> <p><b>Check</b> that your Blue Card is current            Access the LearnJCU EDU_PROFEX Community Site Third Year Folder for supporting documents and templates</p> <p><b>Ensure</b> you have a JCU Professional email signature</p> <p><b>Contact</b> the Site Coordinator upon placement confirmation</p> <p><b>Arrange</b> a time to meet, in person or via Zoom/Teams, to discuss your upcoming placement</p> <p><b>Attend</b> school mandatory induction – as per the JCU Induction document</p>	<p><b>Induct</b> PST</p> <ul style="list-style-type: none"> <li>• Workplace Health and Safety</li> <li>• School policies and procedures</li> <li>• School expectations</li> <li>• School/Community orientation</li> </ul> <p><b>Orient</b> PST to the school ethos, professional conduct expectations (reaffirming Professional Boundaries), pedagogical framework, behaviour management policies and school procedures</p> <p><b>Record</b> PST's emergency contact details and sight their Blue Card</p> <p><b>Confirm</b> Preservice Teacher's 2 teaching areas for <a href="#">Senior Curriculum</a></p> <p><b>Advise</b> PST</p> <ul style="list-style-type: none"> <li>• how they should contact you for support</li> <li>• when you might check in on them</li> </ul> <p><b>Advise</b> SBTE</p> <ul style="list-style-type: none"> <li>• how you might support them in the moderation/ assessment and reporting</li> </ul>	<p><b>Meet</b> with PST</p> <p><b>Discuss</b> the Placement structure</p> <p><b>Clarify</b> assessment requirements and criteria for the Placements</p> <p><b>Discuss with PST</b> the Key Elements (infographics) of the Professional Experience Placement Handbook</p> <ul style="list-style-type: none"> <li>• Level 3 Placement Goals &amp; Structure <a href="#">p.4</a></li> <li>• Roles &amp; Responsibilities <a href="#">p.9</a></li> <li>• Assessment <a href="#">p.18</a></li> <li>• Level 3 Placement Criteria <a href="#">p.19</a></li> <li>• Evidence-Based Portfolio <a href="#">p.20</a></li> <li>• Placement Details</li> <li>• ED3442 <a href="#">pp.24-32</a></li> <li>• ED3297 <a href="#">pp.34-46</a></li> </ul>

During Placement Check	<p><b>Access</b> the JCU Weekly Optional Drop-In Sessions (3-week Placement)</p> <p><b>Discuss &amp; Collect</b> artefacts, as required for subject Assessments</p> <p><b>Follow</b> the detailed weekly placement tasks</p> <p><b>Engage</b> in professional dialogue and reflective practice discussions</p> <p><b>Develop</b> an Evidence-Based Portfolio</p> <p><b>Utilise</b> portfolio artefacts as a framework to facilitate and enrich reflective practice discussions with the SBTE</p>	<p><b>Support</b> PST to balance a timetable to experience both teaching areas in the <b>senior curriculum</b> - <a href="#">Important Information</a></p> <p><b>Check in</b> with SBTE regarding the progress of PST</p> <p><b>Initiate</b> early the At-Risk Procedure if PST is at risk of not meeting requirements <a href="#">p.15</a> and <a href="#">p.17</a></p> <p><b>The form is located in the JCU Resource Portfolio</b></p>	<p><b>Clarify</b> your expectations with your PST:</p> <ul style="list-style-type: none"> <li>• Reporting time, punctuality, duties, <b>planning deadlines</b>, and mobile phones</li> <li>• Observation: how and when could they do so</li> <li>• Participation: how they support student learning</li> </ul> <p><b>Provide</b> PST with the following</p> <ul style="list-style-type: none"> <li>• timetable</li> <li>• student information/data to support PST understanding of student 'readiness' and planning preparation</li> <li>• relevant curricular resources for the Placement, relevant management procedures and routines</li> </ul> <p><b>Engage</b> in professional dialogue regarding Portfolio artefacts to support your assessment of PST demonstrating evidence of APSTs</p> <p><b>Initiate</b> early the <a href="#">At-Risk Procedure</a> if PST is At-Risk of not meeting requirements in either teaching area, so that support action can be implemented</p>
Concluding Placement	<p><b>Ensure</b> you have the <a href="#">Cover Sheet Declaration</a> for data collected about learners signed (ED3297) – LearnJCU Community Site – 3<sup>rd</sup> Year Folder</p> <p><b>Ensure</b> all resources and teaching materials are returned</p> <p><b>Display</b> professional courtesy and good manners by extending your thanks to all staff and the school community</p> <p><b>Retain</b> a copy of your signed Professional Experience Report</p>	<p><b>Sign</b> the Professional Experience Formative &amp; Professional Experience Reports after completion of each placement and <b>submit</b> to <a href="mailto:placements@jcu.edu.au">placements@jcu.edu.au</a></p> <p><b>Carbon Copy</b> PST so they <b>may retain</b> a copy of the Digital Report</p> <p><b>Submit</b> your Site Coordinator's <a href="#">pay claim</a></p>	<p>If more than 1 SBTE is assigned supervision, they provide a <b>moderated</b> Placement Report across both teaching areas, and both discuss their specific subject with the PST</p> <p><a href="#">Submit your pay claims</a> by the end of the placement dates</p> <p><b>Forms are found in the</b> <a href="#">JCU Professional Experience Resource Portfolio</a></p>

## **Section 2**

### **Placement Support**

Procedures to assist both PST and SBTE during placement

## U Resource Portfolio

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

## Drop-In Sessions

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

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

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

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

If confirmed as hosting a 3<sup>rd</sup> Year Preservice Year

**For any Placement scheduled in Term 1**

**Please click the Link  to access the JCU session.**

Optional Support

Drop-In prior commencement of the Placement

Any Time between 3.30 pm – 4.30 pm

[Wednesday 25<sup>th</sup> February !\[\]\(07549ea8c24e6a9587f5e27f215997c7\_img.jpg\)](#)

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

**For any Placement scheduled in Terms 3**

**Please click the Link  to access the JCU session.**

Optional Support

Drop-In prior commencement of the Placement

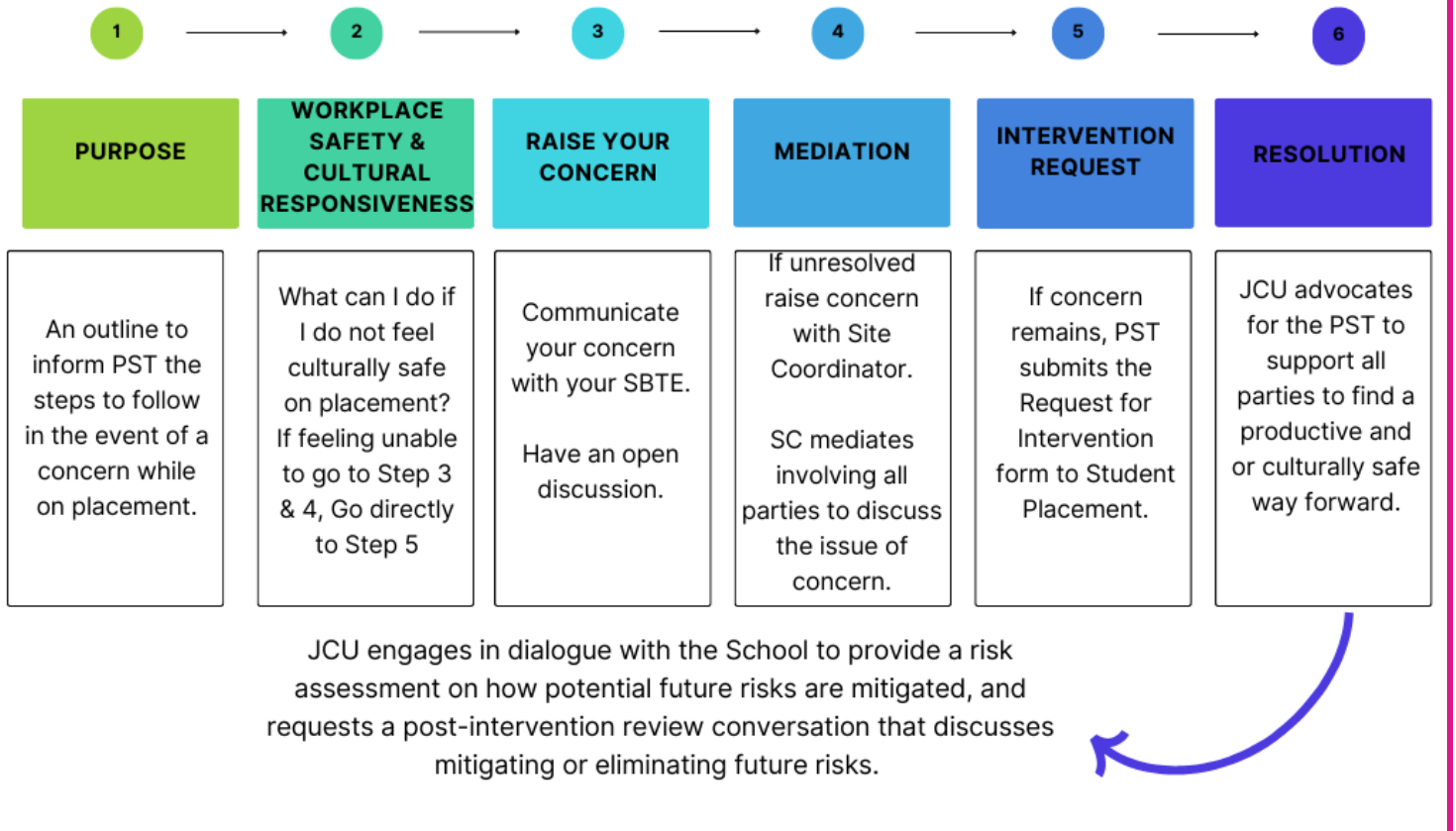
Any Time between 3.30 pm – 4.30 pm

[Wednesday 6<sup>th</sup> May !\[\]\(e7333b044f927d371647bc5699c46b55\_img.jpg\)](#)

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

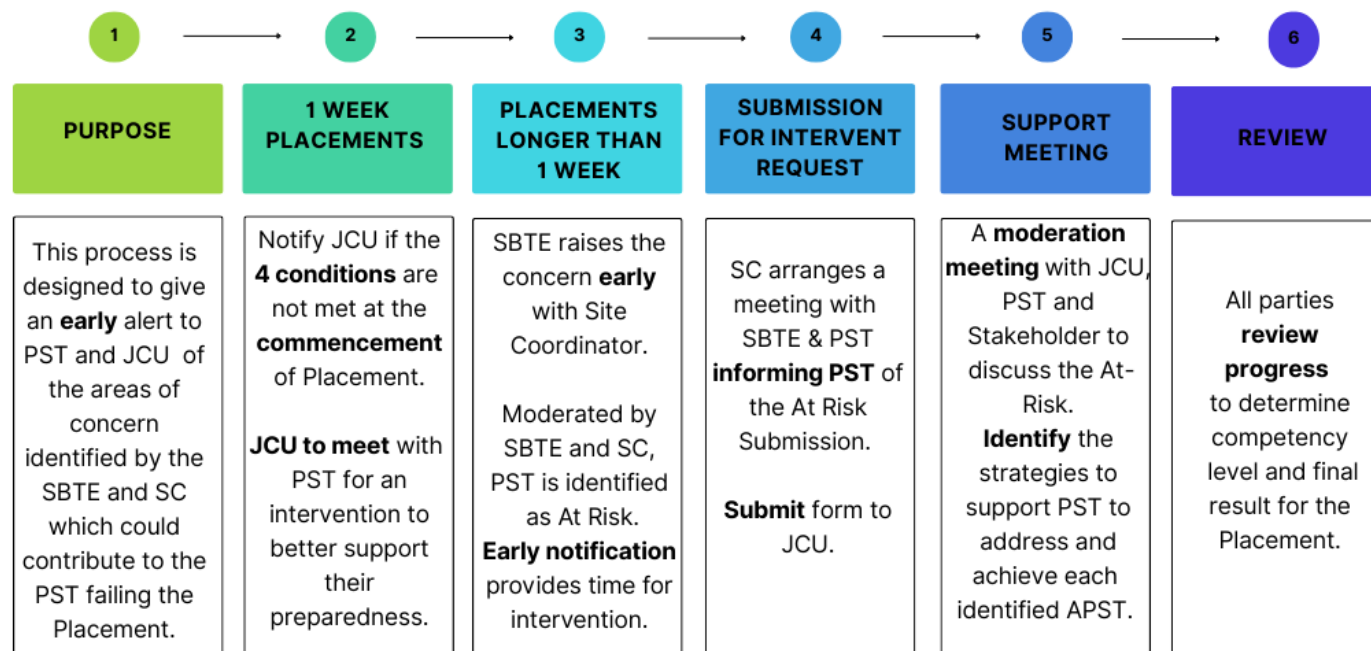
The "Intervention Notification" is designed solely for PST use to trigger a response from the Student Placements Team to the PST submitting the notification. **The form is available on the LearnJCU Professional Experience Community Site.**

# Guidelines for the Preservice Teacher to Request Intervention



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

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



## Placement Conditions

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

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

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

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

### On receipt of the At-Risk Notification Report

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

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

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

## When to Submit an At-Risk Notification Report

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

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

### 3 Week Placement

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

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

## **Section 3**

### **Assessment Details**

An overview of all assessment requirements

# ASSESSMENT MODERATION

Observation of daily engagement and professional attributes

Discussion of practice and professional learning

Discussion of Professional Experience Portfolio

## REQUIREMENTS

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

Each placement is assessed using the specified Report

Submit Report to Student Placement Team

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

## ED3442 - 5 DAYS

Professional Experience Formative Report

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

Provide constructive feedback for PST to continue their development of APSTs

Discuss Report, including PST's Portfolio

**ONLY SC submits Report to Student Placement Team**



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

## ED3297 - 15 DAYS

Assessed using Professional Experience Report

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

Provide constructive feedback for PST to continue their development of APSTs

Discuss Professional Experience Report, including PST's Portfolio

## Assessing Level 3 Professional Experience

Professional Experience allows Preservice Teachers to learn within and through practice. Their learning is demonstrated through their impact on student learning and their professional reflections on their contributions to the classroom and the wider school community.

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

Success Indicators 3 <sup>rd</sup> Year	Success Indicators 4th Year
<b>Engagement</b> Preservice teachers focus on using a range of data to inform and appraise their practice. By the <b>end of the third year</b> , preservice teachers demonstrate a <b>stronger reflective thinking</b> by analysing why specific outcomes occurred and articulating the informed reasoning behind these observations. Furthermore, they propose thoughtful, <b>evidence-based strategies</b> for improvement, drawing on their own reflective insights to inform future actions.	<b>Achievement</b>  Final Placement – Graduate Level
Successful demonstration of engagement developing toward Graduate Standard – the Preservice Teacher: <ul style="list-style-type: none"> <li>• with <b>minimal advice</b> and support, is able to link/design/source ...</li> <li>• is <b>predominately</b> able to ...</li> <li>• is aware of, understands and <b>attempts to apply</b> ...</li> <li>• requires occasional <b>prompts</b> to seek and reflect ...</li> <li>• has <b>strong capacity</b> ...</li> <li>• is prepared to <b>with guidance</b> ...</li> <li>• <b>often</b> initiates ...</li> </ul>	Successful demonstration of achievement of a Graduate Standard – the Preservice Teacher: <ul style="list-style-type: none"> <li>• is <b>independently</b> able to link/design/ source ...</li> <li>• is <b>consistently</b> able to ...</li> <li>• is fully aware of, <b>applies</b> ...</li> <li>• <b>actively</b> seeks ...</li> <li>• participates <b>fully</b> ...</li> <li>• is prepared to <b>independently</b> ...</li> <li>• <b>frequently</b> initiates ...</li> </ul>

Assessment Ratings:

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

## Evidence-Based Portfolio Assessment Requirement


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

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


### EVIDENCE-BASED PORTFOLIO

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


#### PURPOSE

PST compiles a portfolio and uses the artefacts as evidence of the impact on student learning. They initiate regular reflective discussions with SBTE to discuss the artefacts 


#### DEVELOPMENT

Using the sources of evidence of practice to demonstrate the assessed APST 	Discuss the pedagogical dilemmas & decisions using the artefacts
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#### STRUCTURE

 Each 'evidence collection' has an Annotation Cover Sheet.  
The selected annotated artefacts should demonstrate a range of relevant Standard descriptors, indicating the intended and evidence of impact on students' learning.

#### REQUIREMENT

 Begin collating & annotated evidence for the Portfolio day 1 - it is a working document  
It records the 'invisible' work of teaching  
Take the Portfolio each day to Placement

## Submission of Reports

### Located

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

### Who Submits

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

### Report Details

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

### Where to Submit

- Digital Report to be emailed to Student Placements Team

### When to Submit

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

### Copy

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

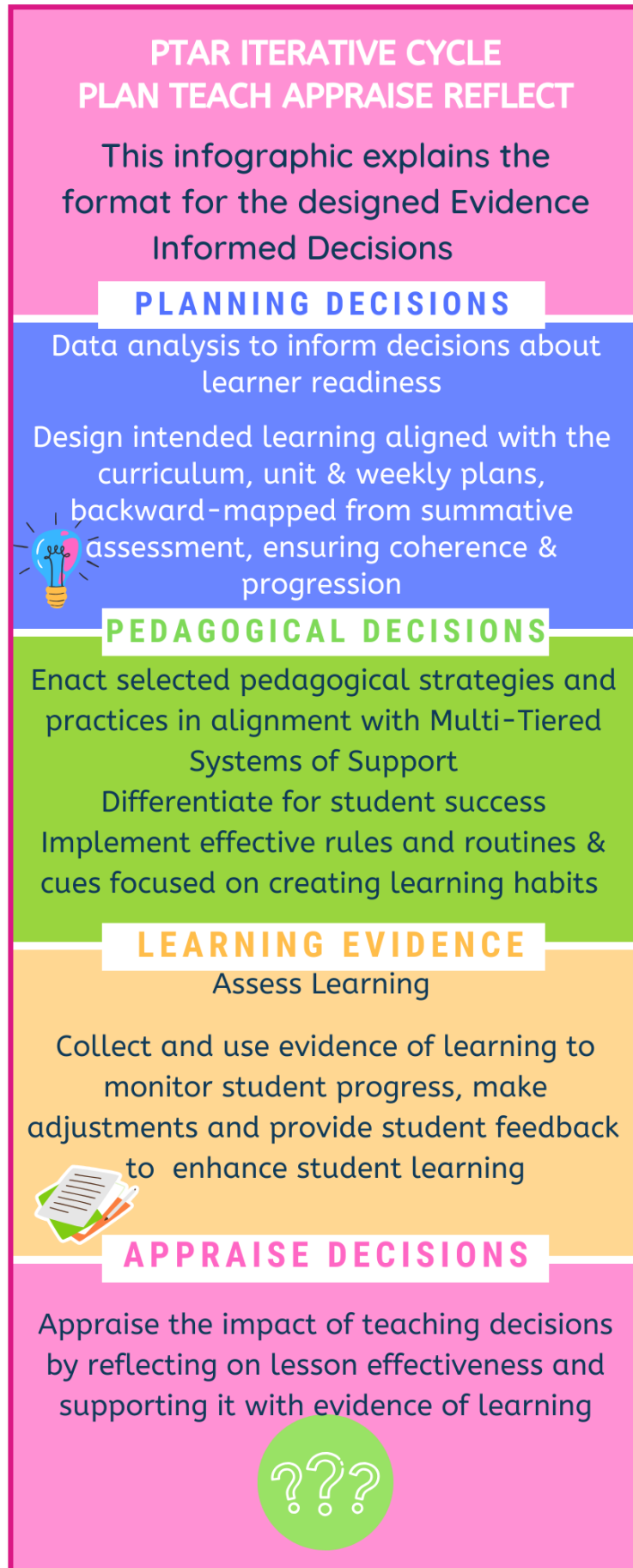
## **Section 4**

### **Individual Placement Details**

What is required for each day or week of the designated Placements

## Level 3 Planning and Teaching Focus

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



1<sup>st</sup> Level 3 Placement  
ED3442 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED3442

This infographic explains the overarching goals for the ED3442 Placement

GOAL 1

Understanding of the collective team and an inclusive approach to support students, both with language and practice



GOAL 2

Become familiar with school policy and legislative requirements that mandate inclusive pedagogy



GOAL 3

Focus on the inclusive pedagogy that supports and engages students with special needs



GOAL 4

Reflect on adjustments, student learning outcomes and possible modifications



DAY 1

Expectations dialogue and Placement Goals

Discuss promotion and contribution to the principles of Inclusion

Commence Case Study



DAY 2

Focus - Team Planning for Engagement

Record Observations  
Planning considerations and adjustments to support students



Continue Case Study each day

DAY 3

Focus - Differentiated Teaching and Learning



Record Observations  
How the students' need impacts their engagement and the highly effective responsive teaching practices

DAY 4

Focus - Differentiated Teaching and Learning

Observations  
Inclusive language and support for the social and emotional needs



Observations of practices that create a predictable and safe environment to reduce challenging behaviours

DAY 5

Focus - Assessing Learning Goals

Observations  
how teachers monitor the impact of the adjustments



Discuss Reflective Journal

ED3442 OVERVIEW

## ED3442 Learning Tasks in Details

<b>Day</b>	This placement focuses on inclusive education. Pre-service teachers will explore how a range of educational environments support students whose learning needs are impacted by disability/diversity/trauma and/or illness. Emphasis is placed on observing how the host site plans for and responds to diverse learning needs in the classroom. By immersing themselves in the school's inclusion practices, they will gain a toolkit of knowledge and evidence-based strategies to meet the specific learning needs of students across the full range of abilities, including those with disabilities.			
	<b>What are the Planning Considerations</b>	<b>Differentiation</b>	<b>Assessment of Holistic Growth</b>	<b>Reflection</b>
1  <b>Inclusive Culture</b>	<p>Engage in a professional expectations dialogue with SBTE and discuss both ED3442 Placement Goals &amp; your personal goals</p> <p>Discuss with SBTE your <b>Philosophy</b> of inclusive and adaptive teaching, meeting the challenge of diversity in the classroom</p> <p>Commence a deidentified Case Study for 1 student with a disability <b>Case Study Template</b></p> <p>Discuss the student/s who have special needs as defined by the <a href="#">Disability Discrimination Act 1992</a> &amp; <a href="#">Disability Standards for Education 2005 (Revised 2015)</a> <b>APST 1.6</b></p> <p>Discuss the levels of diversity within the class and the functional impact on planning for learning</p> <p>Discuss the processes, regularity and documentation of planning and reporting (including the Inclusion Team's &amp; Parents/carers' involvement) and adjustment considerations for your case study student <b>APST 5.5 APST 7.3</b></p>	<p>Observe ways the teacher differentiates for students <b>Differentiation Template APST 1.5</b></p> <p>Observe how the strategies and adjustments employed by the teacher support the achievement of the learning goals <b>APST 3.1</b></p> <p>Observe what consistent and persistent reinforcement strategies are used for the Case Study student's goals can be realised</p> <p>Provide incidental support to student learning (individual and small groups)</p>	<p>Targeted observation of <b>PBL Tier 1 universal supports</b> and predictable strategies for class routines and procedures that support a learning environment for all students, with particular attention regarding the focus student or students with a disability <b>Reflective Practice Template</b></p> <p>Observe &amp; record strategies that support inclusive participation, engagement, well-being, and safety <b>APST 4.4</b></p> <p>Include class/student behaviour plans with their ambitious and achievable learning goals (EAP), (IEPs), (ISP) (NEPs) to support an understanding for the application of UDL and DI (Tomlinson) <b>APST 1.5 Assessment Item 3</b></p>	<p>Reflect on your observation notes on how the supports and strategies created a predictable and safe environment for students by reducing variance in the classroom environment</p> <p>Co-reflect with SBTE or Inclusion Team members</p> <ul style="list-style-type: none"> <li>• school discipline and welfare policies</li> <li>• school behaviour management inclusion/inclusive education policies in relation to class routines/positive classroom behaviour management plans</li> <li>• discuss the principles underpinning the observed approaches</li> </ul> <p>Co-reflect with SBTE about your observations of inclusive participation, engagement, well-being and safety</p> <p><b>Commence Reflective Practice Journal - Assessment 3</b></p>

<p>Discuss the collaborative process that was undertaken to plan for students' ambitious and achievable learning goals</p> <p>Discuss 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 <b>APST 4.3</b></p> <p>Recognise ways or opportunities in which the school/teacher/support staff/ classmates promote and contribute to the principles of inclusion <b>Inclusion Template</b></p>	<p>Take the initiative to know learners and build positive relationships to contribute to their learning and engagement <i><a href="#">Research evidence</a> shows the positive impact of building positive relationships on classroom behaviour and student outcomes</i></p>	<p>Begin developing ethically &amp; confidentially, 1 student (Case Study) with current performances representative of 'below' 'at' 'above' year level benchmark standard <b>Assessment Item 3</b></p>	
<p><b>Each day, PST completes their Reflective Practice Journal &amp; engages in professional dialogue with SBTE using suggested discussion points</b></p> <p>Equity, inclusion, inclusive education strategies &amp; practices and what school-based policies support inclusive education, including how parents/carers are involved in the educative process</p> <p>What's School's approach for catering for students with diverse backgrounds and needs, noting how the Personal and Social Capabilities from the Australian curriculum are incorporated in particular high potential, gifted and highly gifted students and how the school identifies and supports those students who may experience additional challenges in achieving their potential e.g., First Nations students, students from low socio-economic backgrounds, students from diverse cultural and linguistic backgrounds and students at risk <b>Assessment Item 2</b></p>			

**Some Suggestions for Student Case Study:** ADHD, Autism (ASD) – neurodevelopmental disorders, Hearing impairment, Intellectual disability (limitations in intellectual and functioning and adaptive behaviour, Learning disability or difficulty (dyslexia, dyspraxia, dysgraphia, dyscalculia), Physical impairment, Social emotional and mental health needs, Speech and Language impairment (speech disorders, language delay, language disorders, Vision impairment

Day	What are the Planning Considerations	Differentiation	Assessment of Holistic Growth	Reflection
<p>2</p> <p><b>Planning for Engagement</b></p>	<p>Discuss how SBTE implements the CASE planning model from the Australian Curriculum and QCAA - Content Abilities Standards Evaluation</p> <p>Discuss planning considerations and teaching strategy choices, particularly literacy &amp; numeracy demands and student interests to support learners' <i>'readiness,'</i> needs and strengths, noting what strategies are highly effective</p> <p>Discuss planning adjustments that support the needs of the student with a disability <b>APST 1.5</b></p> <p>Discuss planning and resourcing (financial and human) considerations, including ICT, that engage students in their learning, particularly students with a disability</p> <p>Begin recording/gathering a bank of diversity and inclusion resources to support students with a disability</p> <p><b>If applicable, engage in conversation with other school professionals</b> – Inclusion Team or Specialist staff responsible for supporting classroom teachers to include and engage students with diverse learning needs <b>APST 1.2 Discussion Template</b></p>	<p>Model inclusive pedagogical teaching strategies appropriate for English/literacy and Maths/numeracy to support learners' needs and strengths <b>APST 2.5</b></p> <p>Observe the inclusion supports and adjustments provided for the focus student throughout the lesson <b>Case Study Template</b></p> <p>Observe the types of modifications that are made to the learning environment to support the success of the student/s with disability <b>APST 7.2</b></p> <p>Take the initiative to provide scaffolded support for student literacy/numeracy learning (individual/small groups)</p>	<p>Continue ethically &amp; confidentially gathering student learning plans - data on student learning and achievement data &amp; evidence collected for NCCD and <a href="#">phases</a> <b>APST 1.6 &amp; 7.2</b></p> <p>Discuss the varied staff's shared responsibilities to record differentiated teaching and adjustments for identified groups and individuals with diverse learning needs <b>Assessment Task 3 (SBTE or Inclusion Team)</b></p> <p>Targeted observation of <a href="#">PBL Tier 2</a> supports and strategies of focused interventions</p> <p>Continue ethically &amp; confidentially collating the learner profile</p> <p>Seek information from appropriate personnel or specialists regarding the focus student's disability to better understand the disability /diversity/disorder impacts upon learning <b>APST 6.2</b></p>	<p>Co-reflect upon your observations of how the inclusive practices supported engagement for the vast majority of students and met the diverse learning needs of students, including those with a disability, those with additional needs or from disadvantaged backgrounds</p> <p>Discuss how the in-the-moment adjustments are recorded</p> <p>Reflect upon student engagement for diverse learning needs of students, including those with a disability</p> <p><b>Continue Reflective Practice Journal Assessment Task 3</b></p>
<p><b>Each day, PST completes their <a href="#">Reflective Practice Journal</a> &amp; engages in professional dialogue with SBTE using suggested discussion points</b></p>				
<p>Discuss and/or collaborate with Specialists and/or SBTE to discuss authoritative resources to have knowledge of professional learning opportunities to gain further insight into your Case Study student's needs <b>APST 7.4</b></p>				

Day	Planning Considerations	Differentiation	Assessment of Holistic Growth	Reflection
<p style="text-align: center;"><b>3 &amp; 4</b></p> <p style="text-align: center;"><b>Differentiated teaching and learning</b></p>	<p>Complete the lesson/s observations <b>Lesson Observation Template Assessment Task 3</b></p> <p>Discuss how the Social and Emotional needs of the focus student are considered when planning for engagement <b>APST 4.4</b></p> <p>How do the social and emotional needs of the focus student present themselves in behaviour? How does this need impact engagement?</p>	<p>SBTE model differentiated teaching strategies based on student diversity <b>APST 1.5</b></p> <p>PST observe how SBTE implements the strategies that are responsive to the focus student strengths and needs how they support their engagement in learning <b>Lesson Observation Template</b></p> <p>Observe the range of resources, including ICT, that engage students in learning <b>APST 3.4</b></p> <p>Observe how the SBTE/support person supports engagement by incorporating multimodal instruction: Combines verbal, visual, written, and social cues—such as speaking aloud, writing instructions, using visuals, gestures, tone shifts, and paraphrasing—to reinforce clarity <b>APST 3.5</b></p> <p>Observe how the SBTE/support person adapts tone, pace, and volume for students needing more processing time <b>APST 3.5</b></p> <p>Observe how the SBTE/support person uses non-verbal signals for transitions and attention to aid students with trauma or processing needs <b>APST 3.5</b></p> <p>Observe how the SBTE/support person utilises student responses in an inclusive manner <b>APST 3.5</b></p> <p>Take the initiative to support student learning by using inclusive language and varied communication strategies (verbal, visual, written) when giving instructions and feedback to ensure all students can access and engage with learning</p> <p>Observe how SBTE implements prevention and de-escalation strategies to avoid behaviour escalating <b>APST 4.3 Behaviour Template</b></p> <p>Observe how students who require additional support, extension or enrichment for learning are supported during the in-the-moment situations</p>	<p>Observe and record classroom management strategies to support all learners’ needs and strengths, particularly students with disability/diversity/trauma and/or illness</p> <p>Observe how SBTE assesses for learning during the observed lesson and provide student feedback (<b>particularly with students with a disability</b>) and advice on how to improve their progression towards meeting either summative or formative assessment</p> <p>Continue ethically &amp; confidentially developing the Case Study, e.g., social and emotional well-being, <b>Case Study Template</b></p>	<p>Co-reflect how the learning needs of the focus student were met</p> <p>Co-reflect upon your observations of the strategies used to assess learning and classroom management strategies to support all learners’ needs and strengths</p> <p>Reflect upon the observed teaching practice and student engagement to support diverse learner literacy and numeracy needs and strengths for students</p> <p>Co-reflect upon your observations of teaching practices and student engagement for the diverse learning needs of students, including those with a disability</p> <p>Co-reflect how the focus student enabled access, engagement and success during the lesson</p> <p>Co-reflect upon the differentiation (including adjustments) that occurred in real-time, according to student need, and that was not previously planned</p> <p><b>Complete Reflective Practice Journal 4 days of experience to discuss with SBTE day 5</b></p>

**Each day, PST completes their **Reflective Practice Journal** & engages in professional dialogue with SBTE using suggested discussion points**

Reporting requirements, including NCCD and the significance of the profession. NCCD reporting requirements and the moderation processes with the school, including disability categories and what constitutes evidence. **APST 1.5**

Day	What are the Planning Considerations	Differentiation	Assessment of Holistic Growth	Reflection
<p>5</p> <p><b>Assessing Learning Goals</b></p> <p><b>Monitoring the Impact of the Adjustments</b></p>	<p>Discuss planning considerations to sequence learning experiences to align with the learning goals that provide achievable challenges for students of varying abilities</p> <p>Discuss the decision-making to formulate the learning goals for the focus student and the alignment with the specific social, social and learning needs of the student and the curriculum <b>APST 3.1</b></p> <p>Discuss planning considerations for the assessment of learning and classroom management strategies to support learners' needs and strengths, particularly students with a disability</p> <p>Explicitly discuss planning decisions for differentiated assessment and how to make judgments, particularly with students with a disability and the adjustment is responsive to the specific need</p> <p>Discuss the development of learning and constructive formative feedback to prepare for the next phase of placement</p>	<p>SBTE models the practice of teaching assessment and classroom management strategies to support all learners' needs and strengths</p> <p>SBTE models the strategies to assess understanding for learning</p> <p>Explicitly model how to differentiate assessment and how to make judgments, particularly for students with a disability</p> <p>Support student learning with a focus on inclusive practices</p>	<p>Observe and record the differentiated assessment provided for learners with a disability</p> <p>Observe and record the strategies to assess for learning and how SBTE makes pedagogical adjustments to the intended plan <b>APST 5.1</b></p> <p>Record how learning is assessed and feedback provided to your focus student and advice on how to improve their work towards meeting either summative or formative assessment (according to their IEP)</p> <p>Finalise the Case Study to support you in making decisions on how you would adjust and modify planning for your focus student <b>Assessment Task 3</b></p>	<p>Co-reflect on your observation of teaching practices (what was <b>evidence of learning</b> and <b>evidence of how learning did not meet</b> the planned learning intentions)</p> <p>Co-reflect upon your observations and how/why the SBTE made the judgements for learning</p> <p>Co-reflect upon achieved ED3442 Placement Goals and professional experience using the portfolio with SBTE</p> <p>Revisit your <b>Philosophy</b> of inclusive and adaptive teaching in light of your observations and new learnings</p> <p><b>Discuss Reflective Practice Journal &amp; Case Study</b></p>

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

Inclusive language and connotations concerning 'achievement standards' for students with a disability, e.g., standardised curriculum below at above terminology, A-E levels, Working towards/At/Above all/most/some learning intentions  
 Assessment of/for/as learning and inclusive practices for assessment  
 Assessment for learning and how to use teacher judgments to inform next planning, including the Universal Design for Learning Framework

## ED3442 Evidence-Based Portfolio

The Preservice Teacher will <b>discuss</b> with the Site-Based Teacher the required artefacts for assessment prior to or on the first day of the Professional Experience Phase.	
	<b>Artefacts for inclusion</b>
Professional Identity	Think about your <b>Philosophy</b> of inclusive and adaptive teaching, meeting the challenge of diversity in the classroom, to share with the SBTE at the commencement of the Placement.
Planning effectively	<p><b>Planning using data and evidence</b></p> <ul style="list-style-type: none"> <li>• Class profile based on system data, previous assessment tasks, insights from SBTE and observations</li> <li>• 1 learner profile of a student with a disability (<b>Case Study</b>) <b>APST 1.1</b></li> </ul> <p style="text-align: center;"><b>This will be required for Professional Experience Workshops</b></p> <ul style="list-style-type: none"> <li>• Record how the collaboration with SBTE, learning support specialists, behavioural experts, and counsellors informs understanding of the specific learning needs and strengths of students with a disability or those requiring Tier 2 support, and how your understanding would then shape teaching strategies and classroom adjustments to optimise learning outcomes <b>APST 1.2</b></li> <li>• Record observations of real-time differentiation during teaching, such as adjusting questioning techniques, modifying tasks, or offering alternative resources in response to observed student needs, and include reflections on how you understand these adjustments were necessary to have supported learning <b>APST 1.5</b></li> <li>• Lesson plan and discussion notes about where the SBTE implemented responsive differentiated strategies for your student or students, focusing on student strengths and needs and how they specifically supported their engagement in learning <b>Assessment Task 3 APST 1.5</b></li> <li>• Reflection notes with your suggestions about the learning needs of your student (or others) with different disabilities could be met <b>APST 1.6</b></li> <li>• Record observations of how the supervising teacher/support teacher provided strategies and adjustments that helped the focus student progress toward their achievable goals, and include an analysis of why these strategies were effective (or not), how they aligned with the student’s learning needs, and what implications this has for your own future practice <b>APST 3.1</b></li> </ul>
Teaching effectively	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Analysis of why certain resources, including ICT, were included in observed lessons, and how they supported the learning objectives, and the benefits they provided for student engagement and understanding, specific to your focus student <b>APST 3.4</b></li> <li>• Documented observations, the SBTE/support teacher used inclusive language and varied communication strategies so students could access and engage with learning, explaining why these strategies support engagement and inclusion <b>APST 3.5</b></li> </ul>
Managing effectively	<p><b>Creating Positive Learning Environments</b></p> <ul style="list-style-type: none"> <li>• Behavioural data – annotations on how it informed practice and support strategies for engagement <b>APST 4.3</b></li> <li>• Observation/discussion notes how SBTE implemented prevention and de-escalation strategies to avoid behaviour escalating <b>APST 4.3</b></li> <li>• De-identified class/student behaviour plans (EAP), (IEPs), (ISP) (NEPs) to support an understanding for the application of UDL <b>Assessment Item 3</b></li> </ul>
Assessing	<p><b>Assessing, feedback and checking for understanding</b></p> <ul style="list-style-type: none"> <li>• Observation notes recording the strategies to assess for learning and how SBTE made pedagogical adjustments to the intended plan, with annotations to why these adjustments were made by identifying the evidence or student responses that informed the decision <b>APST 5.1</b></li> <li>• Annotated notes on how the processes, regularity and documentation of planning and reporting and adjustment considerations for your case study student are compliant with the school’s inclusion policies and legislation <b>APST 5.5</b></li> </ul>

Professional Conduct	<p><b>Demonstrating professional conduct</b></p> <ul style="list-style-type: none"> <li>• One of the following - discussion notes, attendance record of Induction, staff meeting attendance/notes specific to the requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection <b>APST 4.4</b></li> <li>• Personal Learning notes gained from appropriate school specialists/ suggested authoritative or school-provided resources regarding the focus student’s disability and how it impacts upon learning <b>APST 6.2 &amp; 7.4</b></li> <li>• <b>(AS ABOVE)</b> The same annotated notes on how the processes, regularity and documentation of planning and reporting and adjustment considerations for your case study student are compliant with the school’s inclusion policies and legislation <b>APST 7.2 &amp; APST 7.3</b></li> </ul>
Reflective Practice Journal	<p><b>The Reflective Practice Journal will be discussed upon your return to Coursework</b></p> <ul style="list-style-type: none"> <li>• Discuss the school’s approach to educational adjustment programs for the purpose of comparing different schools’ unique approaches to offering educational adjustment programs (EAPs). There will be variations in approaches across all placement settings, each with distinct strengths.</li> <li>• On your <b>return to coursework</b>, your reflections will stimulate dialogue to discuss various case studies with a critical lens</li> <li>• Each day, add to your Reflective Journal about your observations and analysis and learned experiences</li> <li>• Focus on planning and teaching learners with diverse needs and strengths. Focus on <b>how</b> planning and teaching approaches were able to be differentiated to both engage learners and have an impact on student learning.</li> </ul>
<p><b>Ensure you have your Portfolio when attending Professional Experience Workshops</b></p>	



**ED3442 Professional Experience Formative Report**

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

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

<b>Preservice Teacher:</b>		<b>Student ID:</b>	
<b>JCU Partnership Host Site:</b>			
<b>SBTE/s:</b>			
<b>Year Levels</b>		<b>Teaching Areas</b>	
<b>Day</b>	<b>Overview of Year Level and/or Curriculum Areas Observed</b>		
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
Compiled and discussed Portfolio artefacts	<input type="checkbox"/>	Completed and discussed Reflective Practice Journal	<input type="checkbox"/>
Completed and discussed Case Study	<input type="checkbox"/>	Completed 5 consecutive days	<input type="checkbox"/>
<p><i>Based on the professional dialogue, PST engagement during the placement, their reflective journal and case study documentation, please provide constructive feedback on how the PST is developing with their knowledge and understanding of the legislative requirements to provide equitable opportunities and choices in their education as students without disabilities and teaching strategies that support participation and learning of students with disability or with specific learning needs. Are they, through discussion, sharing an understanding that the responsive teaching practices are highly effective for the vast majority of students, particularly those with additional needs or from disadvantaged backgrounds?</i></p>			
<b>Site-Based Teacher Name</b>		<b>Site Coordinator Name</b>	
<b>Signature</b>		<b>Signature</b>	

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2<sup>nd</sup> Level 3 Placement  
ED3297 Goals and Placement Overview

**PROFESSIONAL EXPERIENCE**

**PLACEMENT GOALS ED3297**

This infographic explains the overarching goals for the ED3097 Placement

**GOAL 1**



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

**GOAL 2**

Collect and effectively analyse data to inform planning for learning



**GOAL 3**

Continue to develop their pedagogical knowledge & agency with planning multi-tiered system supports and teaching decisions to support student learning



**GOAL 4**

Develop knowledge of assessment processes & moderation, ensuring consistent interpretation and application of standards & inform pedagogical decisions decision-making



**PRIOR PLACEMENT**

Professional expectations dialogue  
Complete ACTIVITY A

Discuss required collection of artefacts



Part A  
Part B



**WEEK 1**

Curriculum, learner, Lesson, Classroom Management Focus Planning Discussion Design Assessment Task

Independently teach minimum 5 lessons



Complete ACTIVITY B & C



**WEEK 2**

Full Load Teaching = Both Senior Teaching Areas



Appraise the impact of pedagogical decisions

Enacting the PTAR cycle

Commence ACTIVITY D



**WEEK 3**

Full Load Teaching = Both Senior Teaching Areas

Enacting the PTAR cycle

Assessment task moderate judgements with SBTE



Complete ACTIVITY D



**WEEK 3**

Reflect upon the alignment of curriculum, pedagogy and assessment between your intended learning sequence, the enacted teaching and the assessed learning  
Discuss how the pedagogical decisions had an impact on student learning



**ED3297 OVERVIEW**

# ED3297 Summary of Evidence

## Summary of Evidence Chart

A summary of the evidence **required** for ED3297 Assessment Items

Please ensure that you have **collected** the information/documents outlined below, as each item is **essential to completing the assessment items** for this subject.

All evidence must be collected from the **same** class/teaching area, e.g., Year 11 HPE or Year 12 Biology (choose either Teaching Area)

When to collect	De- identified Evidence required for Assessment	Purpose
<p><b>DAY 1</b></p> <p>Discuss the opportunity to teach <b>lessons</b> with PST's <a href="#">Specialisation during the Placement timeframe</a></p> <p>You have been asked to collect these documents on <b>Day 1</b> of your placement</p> <p>You will collect this data when you complete <a href="#">Activity C</a></p>	<ul style="list-style-type: none"> <li>Term 3 unit overview in your <b>Teaching Area (either teaching area)</b></li> <li><b>Collect</b> the accompanying summative assessment instrument and accompanying standards (e.g. ISMG)</li> <li>School and classroom level <b>policies and procedures</b> that <b>direct classroom management</b> in the Placement school context</li> </ul>	<ul style="list-style-type: none"> <li>These documents anchor all of your planning, teaching and assessment decisions</li> <li>You will need to include and/or analyse these documents in <b>Assessment Items 1, 2 &amp; 3</b></li> <li>You will analyse these documents in <b>Assessment Item 1</b></li> </ul>
<p>You will collect this data when you complete <a href="#">Activity B</a> and <a href="#">Activity C</a></p>	<ul style="list-style-type: none"> <li>Class size and gender composition</li> <li>Semester 1 level of achievement for English, Math, Science &amp; HASS for all students</li> <li>Demonstrated achievement levels in literacy and numeracy</li> <li>Inclusion/participation needs (e.g., whether or not the student is working from an ICP and at which curriculum year level)</li> <li>Behaviour (e.g., sociogram, OneSchool data, conversations with SBTE)</li> <li>Observations of student engagement</li> <li>Family background</li> <li>Home access to a computer and the internet</li> </ul>	<ul style="list-style-type: none"> <li>This data is critical as you will need to draw on it to complete <b>Assessment Items 1, 2 &amp; 3</b></li> <li>In particular, <b>AT1, Part A</b>, asks you to draw on <b>3 data sources</b> from this list</li> <li>Each data source must be summarised for each student in your class, i.e., you need a whole class data set for each source of information</li> <li><b>AT1 Part C</b> asks you to draw on data and school policy related to behaviour</li> </ul>
<p>You will collect this when you complete <a href="#">Activity D</a></p>	<ul style="list-style-type: none"> <li><b>One lesson</b> plan demonstrating the PST's approach to differentiation to meet learner needs (PST independently planned)</li> </ul> <p style="text-align: center;"><b>AND</b></p>	<ul style="list-style-type: none"> <li>You will analyse this lesson plan in <b>Assessment Item 1</b></li> <li>You will include and analyse these work samples in <b>Assessment Items 1, 2 &amp; 3</b></li> </ul>
<p>You will collect this evidence when you complete <a href="#">Activity D</a></p>	<ul style="list-style-type: none"> <li><b>At LEAST * 3 de-identified</b> student work samples associated with/from this <b>LESSON</b> that respond to <b>formative</b> assessment (which aligns with the summative assessment task)</li> <li>The three samples should be representative of current student performance from the following: -             <ul style="list-style-type: none"> <li>at standard</li> <li>below standard</li> <li>above standard</li> </ul> </li> </ul> <p>*Note: While you need <b>At Least 3</b> samples, a <b>wider collection of a sample range</b> supports you with the subject assessment items requiring an analysis</p>	<ul style="list-style-type: none"> <li>Please note – we are seeking <b>student responses</b> to a formative task, <b>not</b> the Summative task</li> </ul>

## ED3297 Learning Tasks in Details

**Engage** in a professional expectations dialogue with SBTE and discuss ED3297 Placement Goals & your **Philosophy** regarding your approach to using evidence

PST to complete **ACTIVITY A – PART A & B (Clarifying Expectations)** and **discuss** with SBTE

PST to **discuss** with SBTE the collection of artefacts required for **subject assessment Items**

SBTE to **provide**, review and **discuss** curricular resources necessary for PST to plan and assess for the 3 weeks, including the unit overview, summative assessment instrument and marking rubric

SBTE **discuss** expectations for lesson plan format and provides a timeline and process for lesson plan completion and review

Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
1	<p><b>Curriculum focus:</b> Discuss with SBTE the <b>unit plans, weekly overviews</b>, and <b>individual lesson</b> plans to understand the interconnections and developmental sequence of learning across both formative and summative assessments.</p> <p>PST to analyse the curriculum demands for the unit, ensuring they are aware of the alignment required between assessment tasks and the sequence of lessons</p> <p><b>Learner focus:</b> Whilst adhering to ethical data collection, handling and storage protocols, <b>discuss, co-review</b> and <b>select</b> data and evidence from available sources to complete</p> <p><b>ACTIVITY B</b> - The purpose of Activity B is for PST to</p> <ul style="list-style-type: none"> <li>• Understand learning needs and readiness to inform the planning of lessons in alignment with MTSS, e.g. PBL &amp; Tiered Literacy and Numeracy interventions <b>APST 1.1</b></li> <li>• Identify opportunities for differentiated practice across the upcoming lesson sequence <b>APST 1.5</b></li> </ul>	<p>Observe classroom management undertaken by SBTE and complete <b>Activity C.2 &amp; C.3</b></p> <p>Identify, discuss and observe the pedagogical framework of the school context (e.g., Gradual Release of Responsibility)</p> <p>Select and plan for a range of pedagogical strategies that allow you to teach the required curriculum to your students</p> <p><b>Independently</b> teach a minimum of 5 lessons <b>senior</b> curriculum lessons using the selected pedagogical framework (<b>a balance between both teaching areas</b>)</p>	<p>Design and implement a diagnostic assessment task aligned with the curriculum to be taught during this 3-week placement <b>APST 5.1</b></p> <p>Make a written record (use a table or a spreadsheet) of student achievement on the diagnostic assessment task</p> <p>Design the formative assessment task that you will <b>mark</b> and <b>moderate</b> at the end of Week 3 <b>APST 5.1</b></p> <p>Ensure that the task is designed to <b>align</b> with the Summative assessment task</p> <p>Ethically &amp; confidentially develop 3 student profiles with current performances representative of 'below' 'at' 'above' year level benchmark</p>	<p><b>Professional conversations:</b> Discuss the variety of multi-tiered support systems, including commercialised programmes that are utilised in the school/class for different purposes, e.g. literacy &amp; numeracy interventions and behavioural, emotional wellbeing supports <b>APST 2.5</b></p> <p>Discuss the school/system organisational policies and processes to understand mandatory reporting and data collection requirements</p> <p><b>Co-reflect</b> upon: <b>APST 2.3</b></p> <ul style="list-style-type: none"> <li>• The alignment of the assessment tasks to the curriculum (ACARA/QCAA)</li> <li>• How well do you know your learners?</li> <li>• How ready are the learners to engage with the required curriculum?</li> <li>• How ready are you to teach and assess their learning?</li> <li>• What are the principles for the pedagogical approach you will use to teach your students?</li> <li>• Requirements for recording and storing information securely</li> <li>• Using information ethically and within legislative and regulatory requirements</li> </ul>

**Lesson Planning focus:**

**Independently** plan a minimum of 5 lessons to be taught towards the end of this week that correspond with the sequence of the unit's weekly plan (**a balance between both senior teaching areas**)

**Classroom Management focus:**

Complete **ACTIVITY C**

- Document the classroom management plan used by your SBTE, as well as any school-based policies and procedures **APST 4.1**
- Discuss multi-tiered supports e.g. PBL and Individual Behaviour Support Plans **APST 4.3**
- Discuss the preventative and corrective actions that align with school-based policies and procedures, and the current processes, strategies and routines established by the SBTE

- Present, discuss and sign **Student Data Declaration sheet** with SBTE
- Store safely for submission with assessment item later in the semester

**ED3297 Assessment Item Preparation:**

- Ensure **Activity B** is **completed**
- Review the **Summary of Evidence**, ensure you have safely stored your whole class annotate profile (**Activity B.1**) **collected** to bring back to JCU the Term 3 unit overview, the **summative assessment instrument** and accompanying standards, e.g. ISMG/rubric
- Ensure **Activity C** is **completed** and stored safely for submission with assessment items later in the semester

Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
2	<p><b>Curriculum &amp; Learner focus through Lesson Planning:</b>  <b>Independently plan</b> a full-load (<b>balanced</b> with <b>both teaching areas</b> and the <b>majority of senior curriculum</b>) using the knowledge of student learning goals and needs across all curriculum areas as timetabled for the week <b>APST 3.1 &amp; 3.2</b></p> <p>Full-Time Load is equivalent to the load allocated to a beginning Graduate Teacher in your context</p> <p><b>Planning Considerations</b>  Plan to implement learning activities that incorporate retrieval strategies to improve memory retention and promote deeper processing of content for mastery <b>APST 1.2</b></p> <p>What <b>inclusive teaching strategies</b>, accommodations, and resources acknowledge and reflect students' diverse backgrounds? <b>APST 1.3</b></p> <p><b>Maintain alignment</b> with the unit plan and the weekly plan. When planning, consider how each lesson connects to prior and future learning, maintains coherence with curriculum requirements, and supports progression towards assessment <b>APST 2.2 &amp; 2.3</b></p> <p><b>Classroom Management focus:</b></p> <ul style="list-style-type: none"> <li>• Adopt and support the school and SBTE's approach to fostering a positive learning environment, with specific focus on Tier 1 strategies, by implementing school and classroom policies and procedures <b>APST 4.2</b></li> <li>• Discuss a range of de-escalation techniques to manage challenging behaviours <b>APST 4.3</b></li> </ul>	<p>Select a range of appropriate pedagogical strategies to support the students in meeting the intended learning outcomes <b>APST 3.3</b></p> <p><b>Independently teach</b> full teaching load (<b>balanced</b> with <b>both teaching areas</b> and the <b>majority of senior curriculum</b>) <b>APST 2.1</b></p> <p><b>Teaching Considerations</b>  Enact active participation methods that accommodate diverse learning needs, including verbal, written, and digital responses, ensuring that every student has an opportunity to engage meaningfully <b>APST 4.1</b></p> <p>Incorporate purposefully selected ICT tools to expand learning opportunities</p>	<p>Appraise the impact of the pedagogical decisions, drawing on your interpretation of evidence of learning from the 3 focus students to inform and modify ongoing planning decisions <b>APST 5.4</b></p> <p>Continue to ethically &amp; confidentially include student profiles with current performances representative of 'below' 'at' 'above' year level benchmark</p>	<p><b>Professional Conversations</b>  <b>Co-reflect</b> upon:</p> <ul style="list-style-type: none"> <li>• Seek constructive feedback regarding the alignment of curriculum, pedagogy and strategies for assessing learning between your intended lesson plan and the enacted teaching <b>APST 3.6 &amp; 6.3</b></li> <li>• Strategies for assessment <b>APST 5.1</b></li> <li>• Code of ethics, well-being and safety strategies and how you have enacted these in your own practice</li> <li>• Enactment of classroom management policies and procedures</li> <li>• The artefacts collected/curated for the Portfolio and how they are supporting PST's professional growth and demonstration of development towards Graduate level</li> </ul> <p><b>ED3297 Assessment Item Preparation:</b></p> <ul style="list-style-type: none"> <li>• Commence <a href="#">Activity D</a></li> </ul> <p><b>Mid-point evaluation:</b></p> <ul style="list-style-type: none"> <li>• PST complete the Formative Feedback sheet <b>independently as a self-appraisal</b> – discuss with SBTE <b>APST 6.3</b></li> <li>• SBTE reviews PST's progress against the Professional Experience Report</li> </ul>

Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
3	<p><b>Independently plan</b> a full load (<b>balanced with both teaching areas and the majority of senior curriculum</b>)</p> <p>Full-Time Load is equivalent to the load allocated to a beginning Graduate Teacher in your context</p> <p>Using the feedback and Professional Experience Report, identify personal learning goals in relation to the standards and discuss with SBTE (<b>this will be required for final Professional Experience Workshops in preparation for Final Year Placements</b>)</p> <p><b>Planning Considerations</b> Plan for explicit teaching and/or modelling of literacy or numeracy skills that are subject-specific <b>APST 2.5</b></p> <p>Plan to implement learning activities that incorporate retrieval strategies to improve memory retention and promote deeper processing of content for mastery <b>APST 1.2</b></p>	<p>Select a range of appropriate pedagogical strategies to support the students in meeting the intended learning outcomes <b>APST 3.3</b></p> <p><b>Independently teach</b> a full load (<b>balanced with both teaching areas and the majority of senior curriculum</b>), ensuring lessons actively incorporate strategies that acknowledge and respect cultural identity <b>APST 1.4</b></p> <p><b>Teaching Considerations</b> <b>Incorporate</b> clear instructions, established rules and expectations and organised routines to prevent inappropriate behaviours and/or disengagement <b>APST 4.2</b></p> <p>Implement pauses after speaking or questioning to provide opportunities for students to respond and process their learning</p> <p>Incorporate effective practices and school policies to support students' safe, responsible, and ethical use of ICT <b>APST 4.5</b></p>	<p>Implement formative assessment task (as designed in Week 1)</p> <p>Mark formative assessment task</p> <p>Moderate judgements with SBTE – check the consistency of your interpretation of student achievement in relation to the relevant standards against your SBTE's judgements <b>APST 5.3</b></p> <p>Make a written summary (use a table or spreadsheet) of student achievement on the formative task</p> <p>Provide written feedback to students about their learning and support for the progression of learning towards summative assessment <b>APST 5.2</b></p> <p>Finalise 3 student profiles with current performances representative of 'below' 'at' 'above' year level benchmark</p>	<p><b>Professional Conversations</b> <b>Co-reflect</b> upon:</p> <ul style="list-style-type: none"> <li>The alignment of curriculum, pedagogy and assessment between your intended learning sequence, the enacted teaching and the assessed learning</li> <li>How your pedagogical decisions had an impact upon student learning</li> <li>What are the next steps of learning for these students?</li> <li>Effective ways to positively engage with parents/carers and the community to promote learning appropriate to the student's stage of learning, including two-way positive communication <b>APST 7.3</b></li> <li>Use of data to communicate with a range of stakeholders, including parents and carers, regarding the progression of student learning <b>APST 5.5</b></li> <li>Achievement of the ED3297 Placement Goals</li> </ul> <p><b>ED3297 Assessment Item Preparation:</b></p> <ul style="list-style-type: none"> <li>Ensure <b>Activity D</b> has been <b>completed</b> and collection of (<b>At Least 3 or a wider range</b>) of work samples associated with the lesson plan and across the levels of achievement are safely stored for submission with assessment items later in the semester</li> </ul> <p><b>End of Placement Evaluation:</b></p> <ul style="list-style-type: none"> <li>SBTE evaluates PST's professional learning against the report</li> <li>SBTE will <b>discuss</b> the Evidence-Based portfolio to <b>inform their assessment</b> of the Preservice Teacher's performance over the Professional Experience phase</li> <li>PST reflects on their development to set professional learning goals for Final Year Placements and collaborates with their SBTE to identify external professionals and community representatives who can support the expansion of their knowledge and practice</li> </ul>

## ED3297 Evidence-Based Portfolio

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

PST will require the Annotation Cover Sheet

Requirements	Suggested Artefacts for Inclusion
Professional Identify	How does your approach to using evidence—whether proactive for planning and improvement or reactive after challenges arise—reflect your philosophy of teaching and shape your professional identity as an educator? Share with the SBTE at the commencement of the Placement.
Planning effectively	<p><b>Planning using data and evidence</b></p> <ul style="list-style-type: none"> <li>• Updated or new class profiles based on system data, previous assessment tasks, insights from SBTE and observation</li> <li>• Updated or new learner de-identified analysed profiles of 3 focus students depicting how their needs may influence learning and engagement <b>APST 1.1 Template</b></li> <li>• A sequence of annotated lessons (at least 3 lesson plans) that respond to learner diversity and the ACARA general capabilities, particularly literacy and numeracy, while demonstrating alignment between curriculum, pedagogy and assessment. Highlight in your lesson plan where each of the following APST is represented <b>APST 1.2, 1.3, 2.2, 2.3, 3.1,3.2</b></li> <li>• Exemplar lesson plan highlighting the specific strategies for differentiation, demonstrating the alignment to a student’s learning profile <b>APST 1.5</b></li> </ul>
Teaching effectively	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• An exemplar lesson plan <b>highlighting</b> a range of teaching strategies and the literacy and numeracy teaching strategies with an annotation to why that approach was appropriate and subject-specific <b>APST 3.3, 2.5</b></li> <li>• A verified example (feedback or lesson plan) by your SBTE where you have taught a concept using accurate subject-specific language, examples, and analogies <b>APST 2.1</b>.</li> <li>• Written reflections upon the impact of enacted practice on student learning with intended modifications or next step planning suggestions <b>APST 3.6</b></li> <li>• An annotated lesson plan showing a chosen resource made or provided by PST explaining how it is an example of respect for Aboriginal and Torres Strait Islander histories, cultures and languages, and creates a sense of belonging and engagement in classroom activities <b>APST 1.4</b></li> </ul>
Managing effectively	<p><b>Creating Positive Learning Environments</b></p> <ul style="list-style-type: none"> <li>• A written reflection and analysis of the classroom management and organisation strategies they implemented to promote inclusive participation and engagement, explicitly identifying which strategies align with Tier 1, Tier 2, within an MTSS framework, and evaluating their effectiveness in developing appropriate learning behaviours <b>APST 4.1 4.2 Template</b></li> <li>• Observation notes of Tier 2 and Tier 3 behaviour management strategies implemented by the SBTE, accompanied by the PST’s <b>analysis explaining</b> why these approaches are appropriate for managing challenging behaviours and how they align with the school’s behaviour management policy and procedures <b>APST 4.3</b></li> <li>• Policies and procedures from the school and classroom that direct classroom management, e.g. behaviour flowcharts, classroom routines, PBL foci, classroom reward systems</li> </ul>
Assessing  Portfolio Annotation	<p><b>Assessing, providing feedback, and checking for understanding – This Section PST will use the Portfolio Annotation Cover Sheet to demonstrate all APST, with the stated artefacts.</b></p> <ul style="list-style-type: none"> <li>• Record of assessment information to monitor and support student learning (e.g. observations of student learning and work samples) <b>APST 5.1</b></li> <li>• De-identified sample of work of the 3 focus students <b>Assessment</b></li> <li>• Samples of de-identified feedback offered to the 3 focus students demonstrating the level of</li> </ul>

<p><b>Cover Sheet</b></p>	<p>feedback and how it contributes to learner progression <b>APST 5.2</b></p> <ul style="list-style-type: none"> <li>• Notes on strategies for reporting student achievement to students and parents/carers <b>APST 5.5</b></li> <li>• Samples of collaboratively or independently produced assessment tasks, marking criteria and marking rubrics and your moderated judgement <b>APST 5.3 Assessment</b></li> <li>• Annotated sample in a lesson showing modifying teaching practice as a result of assessment data <b>APST 5.4</b></li> </ul> <p style="text-align: center;"><b>This will be required for Professional Experience Workshops</b></p>
<p><b>Professional Conduct</b></p>	<p><b>Demonstrating professional conduct</b></p> <ul style="list-style-type: none"> <li>• A reflective narrative that clearly describes the specific feedback provided by the SBTE, include the changes you made to your teaching practice based on that feedback. State your observed impact on student learning and engagement, and your professional learning as a result of this process <b>APST 6.3</b></li> <li>• Annotations on lesson/plans highlighting the attention to the teaching of safe, responsible and ethical use of digital literacies <b>APST 4.5</b></li> <li>• Written notes documenting SBTE's insights and/or strategies for engaging with parents/carers to promote learning appropriate to the student's stage of learning <b>APST 7.3</b></li> <li>• Cover Sheet Declaration for data collected about learners signed by SBTE <b>Assessment</b></li> </ul>
<p><b>The annotated artefacts support subject assessment</b>  <b>Ensure you have included the full summary of the evidence</b></p>	



## ED3297 Professional Experience Report

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

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

<b>Preservice Teacher:</b>		<b>Student ID:</b>	
<b>JCU Partnership School:</b>			
<b>SBTE/s Names:</b>	<b>Teaching Area 1</b>	<b>Teaching Area 2</b>	
<b>To Meet Accreditation</b>			
<b>PST is required to have a spread of subjects in both teaching areas in Senior Curriculum</b>			
<b>Teaching Area 1 -</b>		<b>Teaching Area 2 -</b>	
<b>Year Level</b>	<b>Subject</b>	<b>Year Level</b>	<b>Subject</b>
<b>Office Use Only – Met Bachelor Education [Secondary] Program Accreditation Requirements regarding teaching areas</b>			
<b>Well developed</b>	<b>Consistent</b> evidence of knowledge, practice and engagement that demonstrates the APST descriptors at the Graduate Career Stage		
<b>Developing adequately towards the graduate level</b>	<p><b>Awareness</b> of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and <b>engagement</b> at this level</p> <p style="text-align: center; color: #e91e63;"><b>SUCCESSFUL DEMONSTRATION OF HIGH ENGAGEMENT LEVEL</b></p> <ul style="list-style-type: none"> <li>&gt; with <b>minimal advice</b> and support, is able to link/design/source ...</li> <li>&gt; is <b>predominately</b> able to ...</li> <li>&gt; is aware of, understands and <b>attempts to apply</b> ...</li> <li>&gt; requires occasional <b>prompts</b> to seek and reflect ...</li> <li>&gt; has <b>strong capacity</b> ...</li> <li>&gt; is prepared to <b>with guidance</b> ...</li> <li>&gt; <b>often</b> initiates ...</li> </ul>		
<b>Not developing adequately</b>	<b>Little or no evidence</b> of knowledge, practice and <b>engagement of awareness</b> that meet the descriptor at the APST Graduate Career Stage		

		Satisfactory		Not Developing
		Well Developed	Developing Adequately	
<b>Planning effectively</b>				
<b>Applies</b> understanding of students' individual characteristics and developmental needs by implementing appropriate modifications, demonstrating awareness that these factors influence learning and engagement.	<b>APST 1.1</b>			
<b>Demonstrates</b> understanding of retrieval practices by designing and implementing learning activities that incorporate retrieval strategies to improve memory retention and promote deeper processing of content for mastery.	<b>APST 1.2</b>			
<b>Implements</b> inclusive teaching strategies, accommodations, and resources that acknowledge and reflect students' diverse backgrounds.	<b>APST 1.3</b>			
<b>Uses</b> profile data to make decisions to differentiate learning experiences for individuals and groups, and records modifications in planning to meet the needs.	<b>APST 1.5</b>			
<b>Designs</b> a structured learning and teaching sequence that aligns with curriculum requirements and ensures coherence with summative assessment tasks to measure achievement of intended learning outcomes.	<b>APST 2.2</b>			
<b>Uses</b> relevant curriculum, assessment, and reporting knowledge to backward map an intended sequence of lessons, building progressively toward mastery of the outcomes.	<b>APST 2.3</b>			
<b>Uses</b> explicit teaching and/or modelling of literacy or numeracy skills that are subject-specific.	<b>APST 2.5</b>			
<b>Sets</b> differentiated learning goals that reflect varying student abilities.	<b>APST 3.1</b>			
<b>Designs</b> a lesson sequence that incorporates a range of teaching and learning strategies that reflect appropriate content and pedagogical content knowledge, and effective sequencing.	<b>APST 3.2</b>			
<i>Constructive feedback to support PST to plan for their Final Suite of Placements to meet the Graduate level. Focus areas to support PST in collecting fit-for-purpose data to gauge learners' needs and readiness for learning and to inform differentiated planning to meet the needs of diverse learners.</i>				

## Teaching effectively

		Well Developed	Developing Adequately	Not Developing
<b>Independently</b> plans lessons that accurately incorporate knowledge of central subject matter concepts by sequencing content into manageable steps to support student understanding and mastery.	<b>APST 2.1</b>			
<b>Implements</b> a variety of strategies appropriate to the content being taught and/or the skills being developed.	<b>APST 3.3</b>			
<b>Uses</b> student assessment data and lesson reflections to inform future planning.	<b>APST 3.6</b>			
<b>Describes</b> how cultural identity influences students' sense of belonging and engagement in classroom activities and the role of language in shaping communication styles and learning experiences for Aboriginal and Torres Strait Islander students.	<b>APST 1.4</b>			
<p><i>Constructive feedback should support the Preservice Teacher (PST) in <b>planning</b> for their Final Suite of Placements to demonstrate achievement at the Graduate level. It should include how they have sought or applied feedback to improve teaching practices. Focus areas should guide the PST in implementing differentiated instruction and using an appropriate range of teaching strategies. Additionally, comments should address the PST's development and application of content knowledge to ensure accurate and effective learning experiences for students.</i></p>				

Managing effectively				
		Well Developed	Developing Adequately	Not Developing
<b>Enacts</b> active participation methods that accommodate diverse learning needs, including verbal, written, and digital responses, ensuring that every student has an opportunity to engage meaningfully.	<b>APST 4.1</b>			
<b>Uses</b> clear instructions, established rules and expectations and organised routines to prevent inappropriate behaviours and/or disengagement.	<b>APST 4.2</b>			
<b>Identifies and discusses</b> a range of practical approaches to manage challenging behaviours.	<b>APST 4.3</b>			
<i>Constructive feedback to support PST to <b>plan</b> for their Final Suite of Placements to meet the Graduate level. Focus areas that will support PST planning for a safe environment that provides students the opportunity to achieve learning goals by utilising Tier 1 Universal support strategies and micro-skills for classroom management and Tier 3 support for challenging behaviours.</i>				
Assessing				
<b>Uses</b> and provides justification for different assessment approaches to assess student learning.	<b>APST 5.1</b>			
<b>Uses</b> feedback to correct misconceptions and extends students' progress toward the desired learning goal.	<b>APST 5.2</b>			
<b>Describes</b> moderation processes and explains how they contribute to consistent and comparable assessment outcomes.	<b>APST 5.3</b>			
<b>Uses</b> planned questions/activities that allow for a check of student understanding in order to respond to their learning needs.	<b>APST 5.4</b>			
<b>Discusses</b> student achievement with the supervising teacher and becomes familiar with the school's reporting procedures and policies.	<b>APST 5.5</b>			

Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet the Graduate level. Focus areas that will support the PST plan and implement strategies to monitor learning progress, interpret assessment data, and use this information to inform teaching. Feedback should also guide the PST in applying a range of assessment approaches to support student achievement and in communicating progress effectively.

### Professional Conduct

<b>Integrates</b> some effective practices and school policies to support students' safe, responsible, and ethical use of ICT.	<b>APST 4.5</b>			
<b>Uses</b> feedback to reflect on learning impact and identifies strengths and weaknesses to implement strategies that support learner progression.	<b>APST 6.3</b>			
<b>Follows</b> school confidentiality protocols for recording and reporting student information.	<b>APST 7.3</b>			

Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet the Graduate level. Focus areas to support PST in developing a commitment to Professional Engagement through self-reflection on their own professional knowledge, practice, and engagement.

Professional Experience Overall Result		Requirements	
<b>Satisfactory</b> <input type="checkbox"/>		<b>Unsatisfactory</b> <input type="checkbox"/>	Completed 15 Days
Is <b>ready</b> to proceed to the next stage Met <b>all</b> Descriptors at a <b>minimum of</b> Developing Adequately		Is <b>not yet ready</b> to proceed to the next stage due to having <b>1 or more</b> Not Developing Descriptors ticked	Compiled and discussed Evidence-Based Portfolio Had predominately senior curriculum subjects across BOTH teaching areas
Preservice teacher's name		Signature	
Supervising teacher's name		Signature	
Site coordinator's name		Signature	

## Placement Appendices

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

ED3442	ED3297
Case Study Template	Portfolio Annotation Cover Sheet
Inclusion Template	<b>Student Data Declaration Sheet</b>
Differentiation Observation Template	<b>ACTIVITY A.</b> Clarifying Expectations
Reflective Practice Journal	<b>Part A</b>
Discussion Template	<b>Part B</b>
Lesson Observation Template	<b>ACTIVITY B.</b> Collecting and analysing data to gauge learner needs and readiness
Behaviour Template	<b>Activity B.1:</b> Whole Class Profile
Portfolio Annotation Cover Sheet	<b>Activity B.2:</b> Individual Learner Profiles Template
	<b>Activity B.3:</b> Sociogram
	<b>ACTIVITY C.</b> Classroom Management Observations
	<b>Activity C.1:</b> Collect and analyse school and classroom level policies and procedures that direct classroom management
	<b>Activity C.2:</b> Observing Classroom Management
	<b>Activity C.3:</b> Observing Indicators of Student Engagement
	<b>TEMPLATES FOR ACTIVITY C. Classroom Management Observations</b>
	<b>Activity C.2 Recording Template:</b> Recording Sheet for Observing Classroom Management
	<b>Activity C.3 Recording Template:</b> Recording Sheet for Observing Indicators of Student Engagement
	<b>ACTIVITY D.</b> Evidence of your enacted practice



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