Bachelor of Education (Primary)

Subject Outlines and Professional Experience Handbook

ED4486: Fourth Year Professional Experience A
ED4490: Fourth Year Professional Experience B

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Placement Information

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

Subject Requirements - ED4486: Fourth Year Professional Experience A

Credit Points: 3.0

Subject Description:
This subject is part of the developmental curriculum for Professional Experience in schools within the Bachelor of Education program. All students will complete three (3) allocated weeks (15 days) of Professional Experience. All students will complete a range of activities to assure the Australian Professional Standards for Graduate Teachers are met.

Learning Outcomes:

- demonstrate a commitment to use a repertoire of language, literacy and numeracy skills appropriate to the teaching profession
- demonstrate a broad understanding of professional knowledge and practices, Australian Professional Standards for Teachers at graduate level and other regulatory frameworks, relevant to practice in the field of ECE, Primary and Secondary Education and use these to critically assess professional growth
- articulate and integrate into practice knowledge of policies, procedures, legal and ethical considerations, and research consistent with requirements of employing authorities
- identify, value, analyse and support a range of learner diversity, including learners with special educational needs, in a school and prior to a school setting

Special Assessment Requirements:
Preservice Teachers are required to complete 15 consecutive days of Professional Experience. Students must attain a satisfactory grading minimum of developing towards graduate level in all descriptors against the Professional Experience QPERF Report to pass this subject. Submission of the QPERF Report is also a requirement to pass this subject.

Subject Requirements - ED4490: Fourth Year Professional Experience B

Credit Points: 6.0

Subject Description:

This subject is the penultimate phase of the developmental curriculum for Professional Experience. During the final Professional Experience, Preservice Teachers will have an opportunity to enact their agency as leaders of learning, through their professional practice, demonstrated in the context of their classroom, school and the wider community. Preservice Teachers will complete a 25-day block practicum in a school and complete a range of activities to demonstrate their professional competence to assure their attainment of the Graduate Teacher Australian Professional Standards. Preservice Teachers are required to plan, teach, assess and evaluate a minimum four-week block of full-time equivalent teaching within the allocated 25 days. For students enrolled in the Bachelor of Education Early Childhood Education, Professional Experience will be undertaken in a school with children aged 5-8 years. In addition, all students must attend three (3) days of online Professional Orientation (Intensive Workshop), which will include professional development and seminars with education leaders and stakeholders

Learning Outcomes:

- apply an advanced and integrated understanding of teacher professional knowledge, practice and engagement in the context of their Professional Experience placement, including the capacity to organise classroom activities and provide clear directions.
- design, implement and evaluate curriculum, assessment and differentiated learning opportunities, to enhance learning outcomes for all students, including those from diverse cultural, linguistic and socio-economic backgrounds and with specific learning needs.
- demonstrate mastery of professional numeracy and literacy content and the application of strategies for teaching numeracy and literacy in a variety of curricular contexts.
- work collaboratively, effectively, responsibly, safely and ethically in their professional experience context with a critical understanding of regulatory requirements, ethical principles, practical approaches to manage challenging behaviour and, where appropriate, cultural frameworks.
- use the Graduate Teacher APST to critically reflect on demonstrated skills, knowledge and attitudes during the Professional Experience and manage their professional learning needs and performance, autonomously and in collaboration with others.

Special Assessment Requirements:

Students required to attend (2) compulsory half-day GTPA workshops. Completion of required consecutive 25 days Professional Experience and submission of satisfactory grading minimum of graduate level in all descriptors against the QPERF Report. Attendance at Professional Experience Workshops meets placement requirement procedures of the Work Integrated Learning Program. Mandatory attendance at three (3) days Online Professional Orientation (Intensive Workshop).

Placement Goals and Structure for Final Year Placements

PROFESSIONAL EXPERIENCE PLACEMENT GOALS

This infographic explains the overarching goals for the Final Year Professional Experience.

GOAL 1

Consolidate their professional identity enacting high-level professional communication skills, the ability to work collaboratively, safely and ethically with a critical understanding of regulatory requirements.

GOAL 2

To independently enact an iterative Plan, Teach, Assess, Reflect (PTAR) cycle.
Focus on students, as learners, and their learning AND the professional decisions and judgements required to assure student learning progression.

GOAL 3

Demonstrate advanced and integrated understanding of teacher professional knowledge, practice, and engagement.
Curate a portfolio of evidence in relation to capacities to plan, teach, assess and reflect.

GOAL 4

Use artefacts as evidence to demonstrate the impact of chosen pedagogical decisions on student learning for the assessed University coursework - GTPA
Synthesise and apply knowledge and skills to assure achievement of the Graduate Teacher Standards.

STRUCTURE OF PROFESSIONAL EXPERIENCE

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

PLACEMENTS

1 Preliminary ED4486

2 Final ED4490

PRIOR KNOWLEDGE

An understanding of learners, developed knowledge of curriculum and planning for diverse students through individual and sequences of lessons, with attention to the numeracy and literacy demands in selected curricula. Justification and demonstration of a selection of pedagogical knowledge, frameworks and practices in planning, teaching, and assessment. Teaching cycles are informed by evidence and reflection on learners and their learning.

ED4486

Build "Professional Knowledge" of the school & classroom context.
Collate data of learners to analyse and support a range of learner diversity in preparation for Independent Practice.
Establish contextualisation to inform practice.

ED4490

Pre-service teachers synthesise and apply knowledge and skills in complex learning and community contexts to ensure achievement of the graduate teacher standards.

Engage in full independent sustained practice.

ED4486 -15 DAYS
ED4490 - 25 DAYS

Program Overview

Preservice Teachers synthesise and apply knowledge and skills in complex learning and community contexts to ensure graduate teacher standards are achieved. They consolidate their professional identity as a resilient, continuing learner, researcher, and leader of learning as they transition into the profession.

Study Period 1	Study Period 2
1st Year of study	
Educational Psychology: Learners and learning	Education Perspectives and Practice
Foundations of language and literacy in education **(5-day placement)**	Teaching Mathematics and Numeracy in Primary and Early Childhood Settings **(5-day placement)**
Technologies for Primary School	Science and Sustainability in Education
Arts education for Primary School	Elective in Primary Specialisation
2nd Year of study	
Planning for Engaging Learning **(5-day placement)**	Approaches to Oral Language and Reading Development in Primary School **(10-day placement)**
Aboriginal and Torres Strait Islander Education	Health and Physical Education for Primary School
Mathematics Education for Primary School 1	Humanities and Social Sciences for Primary School
Science Education for Primary School	Elective in Primary specialisation
3rd Year of study	
Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities **(5-day placement)**	Improving Student Learning and Professional Practice: Using Data and Evidence **(15-day placement)**
Primary Education: Literature and Producing Texts	
Mathematics Education for Primary School 2	English as an Additional Language/Dialect for Indigenous Learners
Elective in primary specialisation	Technologies across the Curriculum
4th Year of study	
Fourth Year Professional Experience A **(15-day placement: school setting)**	Leading Wellbeing and Sustainability in Learning Communities
Teachers as Ethical and Collaborative Change Agents	Education Across Culturally Diverse Contexts
Fourth Year Professional Experience B **(25-day placement: school setting)**	Learning and Teaching in Rural and Remote Contexts
	Service Learning for Sustainable Futures

Professional Experience Contacts

Cairns	Townsville
Student Placements Team Building A4, Room 124A	Student Placements Team Building 4, Room 268
placements@jcu.edu.au 07 4781 6333	

Professional Experience Academic Coordinator (Education)		
Trisha Telford	07 4781 5424	trisha.telford@jcu.edu.au

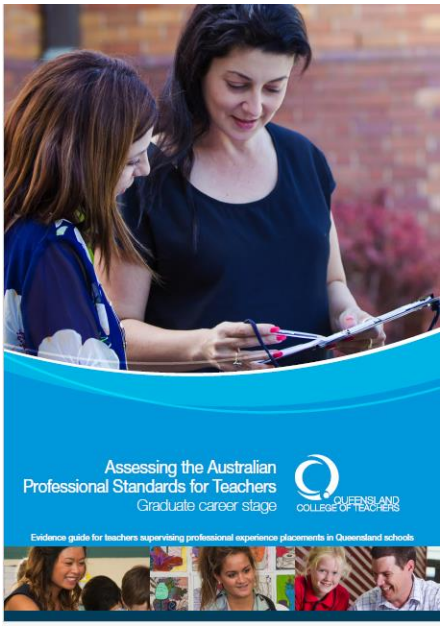
Handbook Abbreviations

CASE: College of Arts, Society and Education
GTMJ: Guide to Making Judgement
GRR: Gradual Release of Responsibility
ISMG: Instrument-Specific Marking Guide
PST: Preservice Teacher
QPERF Portfolio: Placement Portfolio - Evidence of Demonstrating Practice

QPERF Report: Queensland Professional Experience Reporting Framework
SBTE: Site-Based Teacher Educator
SC: Site Coordinator
SPT: Student Placements Team
WIL: Work Integrated Learning

Glossary of Web Links

- AITSL Professional experience Participant roles and responsibilities
- Graduate Teacher Performance Assessment (GTPA)
- JCU Professional Experience for Teachers
- JCU Student Code of Conduct
- JCU Work Integrated Learning website
- Professional Boundaries: A Guide for Queensland Teachers
- Professional Experience Student General Handbook
- QCT Code of Ethics
- QCT-Evidence-Guide-for-Supervising-Teachers (as below)
- Supervising Professional Experience



Important Placement Notice

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

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

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

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

Professional Experience A - Dates and requirement breakdown

Professional Experience A: ED4486 (15-day consecutive block) **Term 1 – 22nd January – 9th February** Preservice Teacher is required to attend **a minimum of 1 (one)** Student Free Day/Professional Development Day scheduled by the school prior to commencement of placement to meet the Professional Experience requirement.	
Reporting	
When	Returned within 5 days of placement completion to support course progression.
What	PST must demonstrate a minimum of "developing towards graduate" against **EACH** descriptor to pass the placement. PST must complete Professional Experience Portfolio requirement. SBTE uses the portfolio along with observation of practice and professional dialogue to inform and support their judgement of PST, demonstrating they are developing towards graduate level.
Who	Form completed by SBTE/s (moderated by both SBTEs), submitted by SC to placements@jcu.edu.au

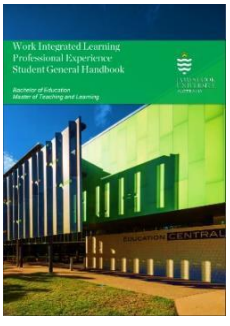
- **Before placement** commencement date: Induction – Arrange with the SC the most appropriate time and mode of delivery for a school Induction as per the JCU induction requirements for PSTs
- **Week Before Commencement Date**: Compulsory attendance of a minimum of one Student Free (Professional Development) Day.
- **Week 1**: Classroom contextualisation - targeted observation, data collection and analysis of student readiness to inform practice
- **Week 2**: SBTE takes the *Lead Teacher role* providing guidance for the co-planning and co-teaching of all English and Mathematics lessons and PSTs specialisation subject ***(HPE, Science, Technology)* may require negotiation to timetable for grade level
- **Week 3**: PST independently plans and teaches a full load across all English and Mathematics lessons and PST's specialisation subject *(HPE, Science, Technology)*

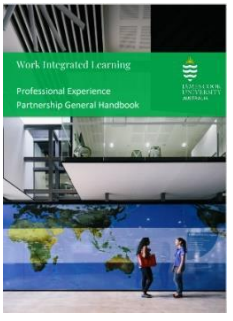
Important Notification

** If the school has a specialised teacher for the following (HPE, Science, Technology), PST spends a day a week each week with that teacher co-planning and co-teaching to see the breadth of the curriculum within that specialisation.
For their requirement to independently plan and teach that curriculum specialisation – PST independently plans and teaches their assigned year level.

Please refer to Professional Experience Handbook for the Detailed Weekly Planning, Teaching, Assessing and Reflecting Tasks to support PST's development Towards Graduate level

Explanation - Collaborative Professional Learning – Co-Planning, Co-Teaching, Co-Reflecting Professional Experience Student General Handbook p.8





Professional Experience B - Dates & requirement breakdown

Professional Experience B: ED4490 (25-day consecutive block)

Term 2 – 22nd April – 28th May

Return to ED4486 placement school

Reporting	
When	Returned within 5 days of placement completion.
What	FINAL QPERF: PST must demonstrate a minimum of 'Graduate' against **EACH** descriptor to pass the placement. PST must complete the QPERF Professional Experience Portfolio requirement. SBTE uses portfolio along with observation of practice and professional dialogue to inform and support their judgement of PST's demonstration at Graduate level.
Who	Form completed by SBTE, (moderated by all supervising SBTEs) submitted by SC to placements@jcu.edu.au

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

- **Week 1**: SBTE takes the *Lead Teacher role* providing Gradual release of responsibility to Preservice Teacher during the co-planning and co-teaching of all English and Mathematics lessons - including specialisation subject – (*HPE, Science, Technology* may require negotiation to timetable for grade level)
- **Weeks 2 - 5**: PST is *Lead Teacher* to independently plan and teach a full load across all curriculum areas – including specialisation (required for GTPA)

Important Notification

** If the school has a Specialised Teacher for the following (HPE, Science, Technology), PST spends a day per week with that teacher co-planning and co-teaching to see the breadth of the curriculum within that specialisation.

For their requirement to independently plan and teach that specialisation to meet accreditation requirements of the GTPA – PST independently plans and teaches their assigned year level.

Please refer to Professional Experience Handbook for the Detailed Weekly Planning, Teaching, Assessing & Reflecting Tasks to support PST's development of Graduate Level

- **Weeks 6 – 7:** University time - Uninterrupted time for PST to complete the Graduate Teacher Performance Assessment (GTPA) - **University Assessment Due (12th June 2024)**
- **Mandatory Intensive Week: Wednesday 19th June – Friday 21st June**

Roles and Responsibilities

Mandatory Induction

- PST attends Professional Experience Workshops in preparation for placement as
- per the Professional Experience Placement Requirements policy procedure
- PST emails an introduction to Site Coordinator
- PST arranges an introductory meeting time to meet SC and SBTE prior to placement
- SC orientates 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 and SBTE prior to placement

Expectations

- PST and SBTE expectation discussion regarding assessment report and 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 SC notifies JCU
- JCU provides support to PST and SBTE upon notification of PST ‘at risk’

Engagement

- SBTE models, supervises, monitors, assesses, mentors, 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 school community
- PST reflects on and collects evidence of their impact on student's learning
- SC monitors PST learning, provides support to PST and SBTE; contacts JCU if PST is underperforming

Assessment & Reporting

- SBTE provides evidence-based feedback to PST
- SBTE uses the portfolio to support evaluation of PST's performance
- One Professional Experience Placement Report per placement block
- ED4486 Phase A: Minimum of Developing in **EACH** descriptor
- ED4490 Phase B: Minimum of Graduate in **EACH** descriptor
- SC submits signed Professional Experience Reports to the Student Placements Team - **cc Preservice Teacher**
- Report is due within 5 days of placement completion for course progression

Placement Checklist

A quick "Go to" Guide

Year prior to placement

Preservice Teacher	Site Coordinator	Site-Based Teacher Educator
Ensure your Blue Card is current (will not expire before or during the placement) Attach your Blue Card and JCU Student ID card to a (preferably) JCU lanyard, ready for you to wear on placement at all times Meet all Professional Experience Placement Requirements to be eligible for placement - including attendance at Professional Experience Workshops	Direct your colleagues to the provided JCU Professional Experience Resource Portfolio - Induction guide, handbooks, Professional Experience Calendar, digital reports and supporting resources JCU offers online Optional Drop-In 30 min sessions for schools who wish to ask questions and gain a better understanding regarding placement requirements prior to and during placement Please see **School Partnership Support Timetable** in the (Year) JCU Professional Experience Resource Portfolio for all joining links or p.17	JCU offers online Optional Drop-In 30 min sessions for schools who wish to ask questions and gain a better understanding regarding placement requirements prior to and during placement Please see School Partnership Support Timetable in the (Year) JCU Professional Experience Resource Portfolio for all joining links or p.17 Ensure you have received and have access to the following: JCU Professional Experience Resource Portfolio, which includes: • Placement handbooks • Digital reports • Professional Experience Partnership General Handbook
Contact the SC. Agree on a time to meet, in person or via Zoom/Teams, to discuss your upcoming placement Attend school mandatory induction – as per the JCU induction document Enquire about the school's Workplace Health and Safety Policy and Risk Management Policy Review the following documents: **QCT** • Code of Ethics • Professional Boundaries • Guide of Evidence **JCU** • Student Code of Conduct • JCU Induction Guide. Have full knowledge of: a) Professional Experience Handbook b) Placement Learning Goals c) Detailed Weekly Learning Tasks d) QPERF Portfolio requirements e) Assessment and Reporting requirements	Meet with PST Confirm PST's specialisation subject Induct PST to Workplace Health and Safety school policies and procedures Orient PST to the school ethos, professional conduct expectations, pedagogical framework, behaviour management policies and school procedures	Meet with PST **Key Documents for SBTE** QCT Evidence Guide for Graduate Standard Website link to QCT support resources for SBTE

Complete the personal statement component of your QPERF Portfolio Prearrange your QPERF Portfolio structure – include the 5 sections of the QPERF report Access the JCU subject site for supporting documents and Professional Experience support Attend school Professional Development Day/Student Free Day Final placement – Review GTPA assessment tasks linked to practice and plan to collect artefacts, as required	Confirm with PST their timetable if they have a specialisation subject Record PST's emergency contact details and sight their Blue Card Advise PST • how they should contact you for support • when you might check in on them Advise SBTE • how you might support them in the assessment and reporting • that final year PST's are required to complete the GTPA after their final phase of placement and against their specialisation subject (Literacy, Numeracy, HPE, Science, Technologies) p.27 Become familiar with the Key Elements of the Integrated Learning Program Partnership General Handbook • Placement Requirements • At-Risk Procedure • Pay claims	Provide your PST: • timetable • student information/data to support PST understanding of student 'readiness' and planning preparation • relevant curricular resources for the placement relevant management Become familiar with the key elements (infographics) of the Professional Experience Placement Handbook: • Placement Goals & Structure p.6 • Roles and Responsibilities p.12 • Assessment p.23 • Individual Placement Goals & Overviews ED4486 p.30 & ED4490 p.43 • Placement Reports ED4486 p.38 & ED4490 p.54
Discuss with SBTE the required artefacts for assessment Follow the detailed weekly placement tasks Engage in professional dialogue Engage in reflective practice Develop and continually engage in professional dialogue using the Professional Experience Portfolio artefacts to demonstrate APST's Fill out all PST's requirements of final QPERF report p.63 and Section 8 Moderation HEI Academic Liaison's name and date of visit Collate a summary of learner progress to discuss with SBTE for a handover	Initiate early the At-Risk procedure if PST is at risk of not meeting requirements p.20 & p.21 **Form is located in the JCU Resource Portfolio**	Clarify your expectations with PST: • Reporting time, punctuality, duties, planning deadlines, mobile phones, professional duties • Observation: how and when they could do so • Participation: how they support student learning • Access to resources: what could they explore Engage in professional dialogue regarding portfolio artefacts to support your assessment of PST demonstrating evidence of APST's Initiate early the At-Risk Procedure if PST is at risk of not meeting requirements in either Teaching Area so support action can be implemented Discuss assessment of PST with your SC if deemed necessary Discuss the written report with PST Sign the Professional Experience Report for each placement and submit it to SC to submit to JCU

After placement	Ensure all resources and teaching materials are returned Display professional courtesy and good manners by extending your thanks towards all staff and school community Retain a copy of your signed Professional Experience QPERF Report Two weeks to complete and submit GTPA to JCU	Sign the Professional Experience QPERF Report/s after completion of placement and submit to placements@jcu.edu.au **cc'd to PST so they may retain a copy of the Digital Report** Direct and support your colleagues to the JCU Professional Experience Resource website (pay claims)	Submit your pay claims by the end of the placement dates

Placement Support

JCU Resource Portfolio

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

Drop-In Sessions

James Cook University recognise and acknowledge the importance of providing ongoing support to SC's and SBTE's before a placement. JCU supports and facilitates an effective partnership to enhance the quality and success of the placement by offering online sessions to create regular communication between all stakeholders.

Before the 4th Year placements commence, JCU offers an optional Drop-In Support Session for both SC's and SBTE's. The sessions are offered via LearnJCU. See the School Partnership Support Document within the links for all sessions.

Site-Based Teacher Educators and Site Coordinators Optional Sessions

The purpose is to provide SC's and SBTE's an access platform to ask any questions they may have to gain the following:

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

The Professional Experience Coordinator is available for the full hour offered for SCs or SBTEs to drop in any time within the time slot.

1st Phase Placement Professional Experience A **3.30 pm – 4.30pm**	**Final Phase Placement Professional Experience B** 3.30 pm – 4.30 pm
Prior to placement Date: Wednesday 17th January Optional Drop In *During placement* Date: Wednesday 31st January Week 2 Optional Drop In	*Prior to final placement* Date: Wednesday 17th April Optional Drop In *During placement* Date: Wednesday 24th April (Week 1) Optional Drop In Date: Wednesday 1st May (Week 2) Optional Drop In Date: Wednesday 8th May (Week 3) Optional Drop In

Preservice Teachers Optional Sessions

The purpose is to provide support for:

- the well-being of PST's during the rigor of placement
- the clarification of placement learning and assessment tasks

1st Phase Placement Professional Experience A	**Final Phase Placement Professional Experience B**
Each Thursday **From** (4th January) – **To** (8th February) 4-5 pm Hosted in your LearnJCU Subject Site ED4486 SP83	Each Thursday **From** (22nd April) – **To** (23rd May) 4-5 pm Hosted in your LearnJCU Subject Site ED4490 SP1

Academic Liaison

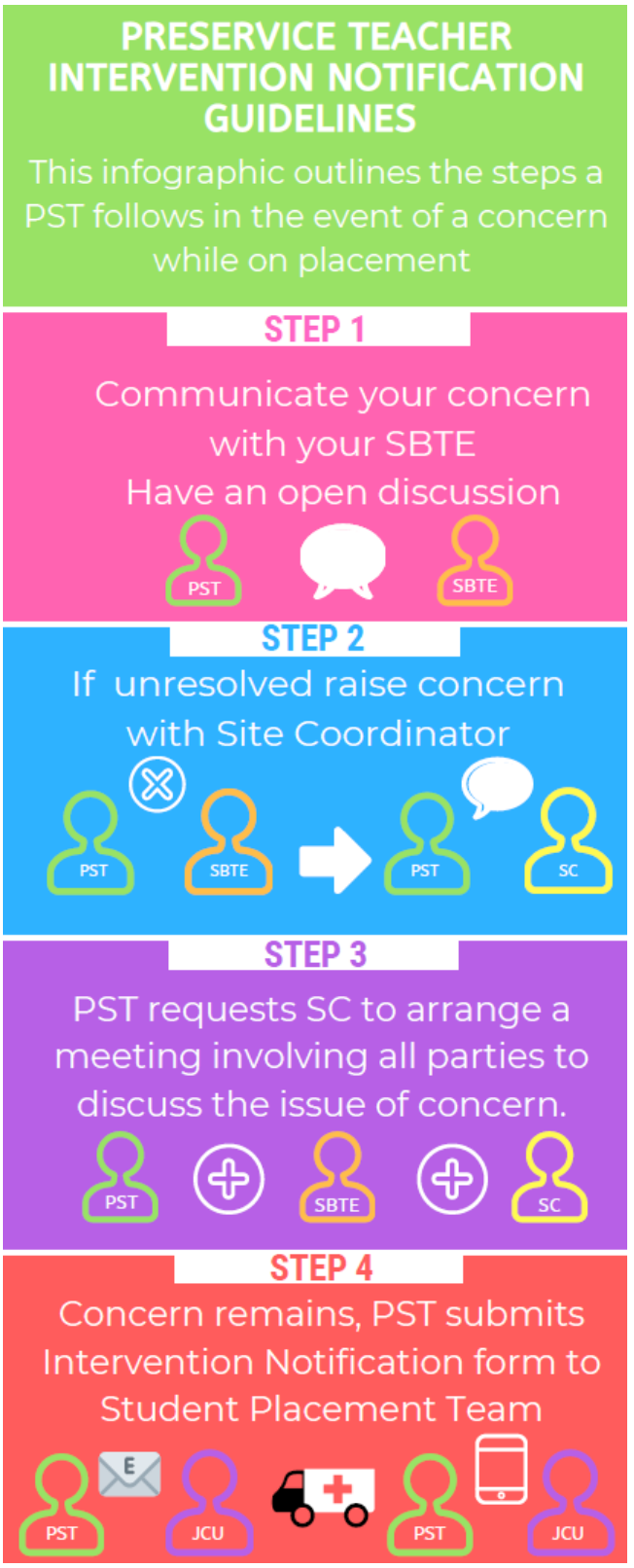
The Professional Experience Academic Coordinator (Education) oversees the JCU Professional Experience program, supporting PST's and partnership schools.

For the suite of final year placements, the PST is supported by a JCU Academic Liaison who will:

- Support PST through both phases of Professional Experience (Professional Experience A and B)
- Establish contact via email, with the SC and PST in the first phase of placement as a means of introduction (Professional Experience A)
- Re-establish contact with the PST and SC early in the final Professional Experience B: ED4490
- Organise in advance to meet with Supervising Teacher(s) and PST to discuss and moderate the PST's progress towards meeting Graduate Level
- Support the PST with a site visit for Townsville and Cairns partnership schools (Final Phase of Placement Professional Experience - B)
- Support the PST's completing placement at partnership schools out of town via Zoom/Microsoft Teams or JCU Collaborate (Final Phase of Placement - Professional Experience B)
- Observe PST teaching and offer feedback
- View and discuss PST's QPERF Portfolio
- Discuss and review any concerns regarding the progress towards Graduate Level
- Support the process of At-Risk Notification and the collaborative process of developing an action plan of support that serves the best interest of all parties, including a time for review
- Inform and work in collaboration with the Professional Experience Academic Coordinator

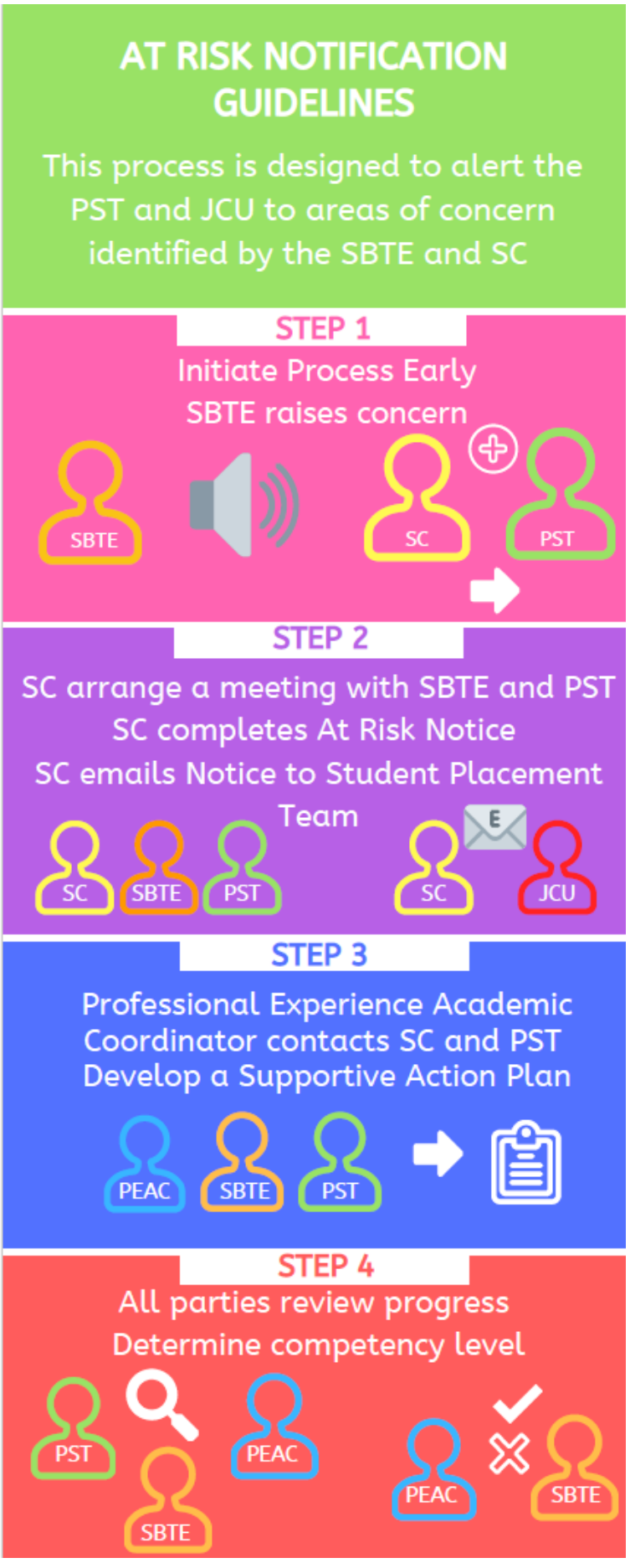
Preservice Teacher Request for Intervention

The "Intervention Notification" is designed for PST use only to trigger a response from the Student Placements Team to the PST submitting the notification. Form is in the LearnJCU Subject Site.



Upon receipt of the Intervention Notification, the Student Placements Team will notify the Professional Experience Academic Coordinator (Education). Either the PEAC 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 the parties concerned – the PST, SC and/or SBTE.

At-Risk Notification Report - Early Intervention



Purpose of At-Risk Notification Report

The "At-Risk Notification Report" is designed for use by SBTEs and SCs only.

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 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 to occur.

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 Academic Liaison to visit to support the PST and the Supervising Teacher
- In collaboration, the JCU Team, school and PST develop an action plan of support that serves the best interest of all parties, including a time for review
- At-Risk Form can be found in the JCU Professional Experience Resource Portfolio

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

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

Assessment Details

ASSESSMENT MODERATION

Placement is an opportunity for PST to learn within and through practice. PST demonstrates development through their contribution to the progression of student learning and their professional reflections on their contributions to the classroom and the wider school community.

ED4486

Assessed using ONE Professional Experience Report Developing Towards Graduate

Based on a moderated judgement 'Engagement' level

PST organises a time to discuss practice

Discussion of 'Developing Continuum' and next steps required of PST to work towards meeting Graduate Level
Send Report to Student Placements Team

ASSESSMENT CHECKS

Observation of daily practices and interactions

Regular discussions of QPERF Portfolio Artefacts

Professional knowledge and practice in all learning areas

Discussion of practice and professional learning

Consultation with co-supervising teachers and SC
QCT - Evidence Guide for Supervising Teachers

ED4490

Assessed using ONE report - FINAL QPERF - Graduate

Based on a moderated judgement 'Achievement' level

PST organises a time to discuss practice

JCU Academic Liaison Moderation Visit

Send QPERF Report to Student Placements Team

Assessing Final Year Professional Experience

Exceeding Graduate Level (E) is not equivalent to the performance of an experienced teacher or a fully registered teacher at the Proficient level of APST. It is awarded for a consistent demonstration of performance that exceeds the Achievement level in the QCT Evidence Guide.

In making this formal evaluation, SBTE's will take into consideration the following:

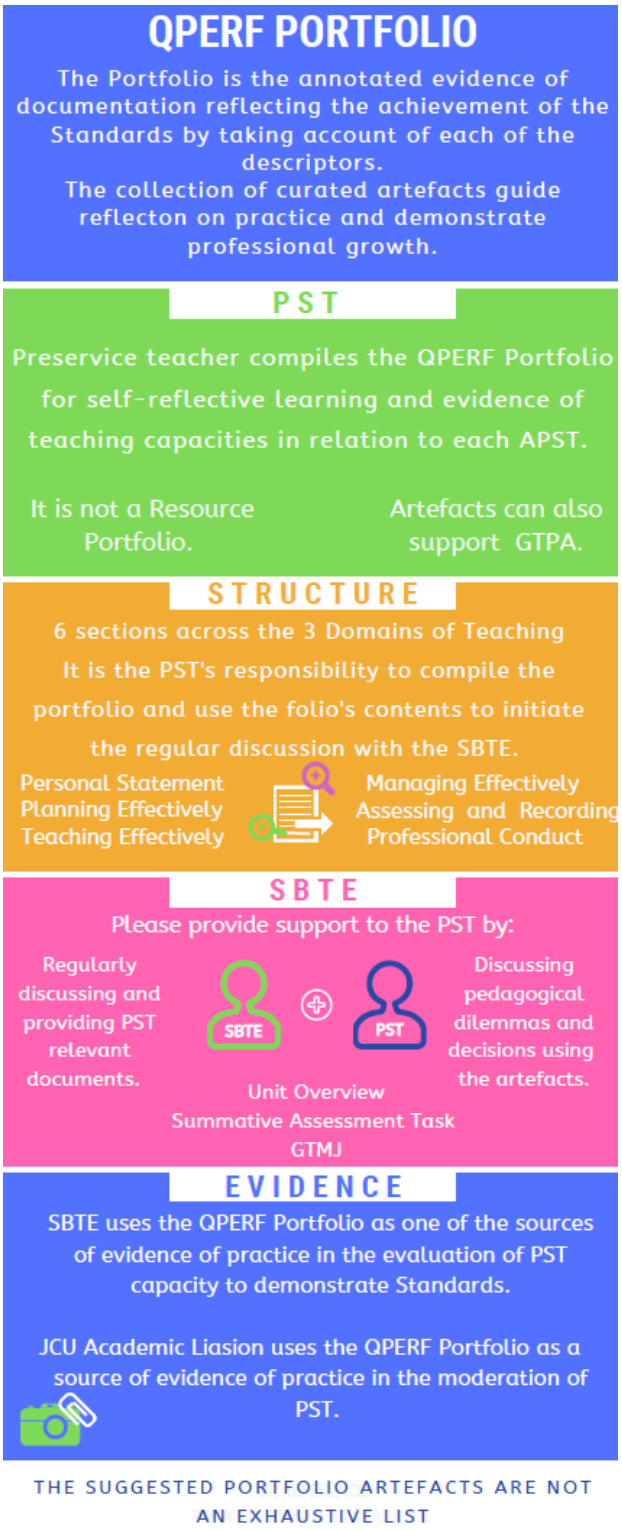
Site-Based Teacher Educators Making the formal evaluation take the following into consideration	Preservice Teacher Regularly discuss practice and self-appraisal to ensure ongoing development
• QCT Evidence Guide for Supervising Teachers ('Engagement' level) • PST's daily engagement • PST's evidence curated in their Professional Experience portfolio • Professional dialogue of practice and professional learning during placement	• Curated evidence of practice using the Professional Experience Portfolio • Key strengths, areas of concern and suggestions for continued development toward Graduate Level • Specific feedback on the area of specialisation

The PST should regularly discuss their practice and evidence gathered within their QPERF Portfolio with their SBTE to ensure they are both understanding and developing capacity for each of the Professional Standards.

Assessment Ratings	
Exceeding Graduate Level (E):	Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career stage
Graduate Level (G) **(Minimum in Final Professional Experience B)**	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career stage
Developing towards Graduate Level (D) **(Minimum in Professional Experience A)**	Awareness of the descriptors at the APST Graduate Career stage but demonstrates inconsistent knowledge practice and engagement at this level
Below Graduate Level (B)	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptors at the APST Graduate Career stage

QPERF Portfolio Assessment Requirement

It is for the purpose of documenting *Professional Learning*, *Growth* and *Demonstration of Australian Professional Standards.* This is not an assessable Item but supports the PST's professional development in demonstrating ***Impact For*** and ***Impact Of*** student learning. It also Informs and Supports the SBTE's assessment of the PST's development along with Observation of Practice and Professional Dialogue. The folio also supports the PST to develop the practice of demonstrating evidence as they progress through their Career Phases, particularly Graduate to Proficient and therefore and essential element of the Placement.



The portfolio is a working document. The specific annotated artefacts should demonstrate a range of evidence of the relevant Standard descriptors showing the impact of teaching on children's learning. The folio is representative of the PST's progress and achievements in meeting Graduate Level. The SBTE continually views and discusses the portfolio during the placement to support professional dialogue and reflective practice. The University Academic Liaison discusses the folio with the PST.

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 SC

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

All required fields are completed

Ensure all parties have signed the completed report

Where to Submit

Digital Reports are emailed to the Student Placements Team, placements@jcu.edu.au

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 – cc PST in email so they may retain a copy of the report for their portfolio

Graduate Teacher Performance Assessment (GTPA)

The Graduate Teacher Performance Assessment (GTPA) is a culminating assessment of the PST's competence in classroom practice, assessed against the Graduate Teacher Standards as they complete their final Professional Experience placement. Through their written (5000 word) GTPA submission, the PST demonstrates their capability to enact and appraise their approach to evidence-informed practice with a focus on improving student learning.

The GTPA is to be undertaken in one class with a focus on a single curriculum area within the PST's specialisation or integrated teaching unit. In addition, three students should be selected as focus students who represent cohorts currently working below, at and above the year level standard for the class under focus.

PSTs demonstrate their practices in a significant learning sequence enacted across the duration of the Professional Experience placement. This unit must include accompanying assessments for diagnostic, formative and summative purposes. Completing the GTPA requires the PST to collect and analyse initial and ongoing sources of data to evidence for the purposes of:

1) gauging learner readiness
2) informing differentiated instruction decisions
3) monitoring student learning
4) gauging the effectiveness of planning and teaching decisions with respect to their impact on student learning

The Graduate Teacher Performance Assessment (GTPA) is complementary to, but separate from, the QPERF Professional Experience Report completed by the SBTE. The GTPA is assessed by the Higher Education Institution (HEI), of the PST.

GTPA consists of 5 inter-related practices:

1. Planning using data and evidence
2. Teaching and learning
3. Assessing, feedback and professional judgement
4. Reflecting on teaching
5. Appraising impact of teaching practice on student learning

SBTE's role in supporting the PST's GTPA includes:

The role of the supervising Teacher is primarily consultative and advisory. It should not involve additional administrative or workload responsibilities for teachers and schools in implementing the GTPA. In short, making time to attend to the following points will assist the PST in approaching their GTPA submission:

- discuss student data and curricular documents
- provide appropriate and relevant student data and curricular documents: unit plan, summative assessment task, Instrument-specific marking guide (ISMG)
- provide opportunities for PST to plan, teach and assess over a sustained lesson sequence specific to the GTPA focused specialised learning area
- advise on the design of summative task and accompanying criteria
- feedback on PST's planning, teaching, assessing and reflective cycle
- participate in moderation of the summative task*
- PSTs are required to design the summative task and accompanying marking criteria

*The summative assessment task is intended to be a culminating assessment of the PST's impact on student learning over the 5-week placement. As such, in your classroom context, this may, in fact, be the Summative Task that counts towards the student's final grades. However, if the timing of the placement prevents the Summative task being administered by the PST, then a formative task which 'sums up' the teaching and learning experiences enacted by the PST over their placement but is not necessarily summative of the term's full unit, will suffice.

Confidentiality
All student and school data must be de-identified in the GTPA.

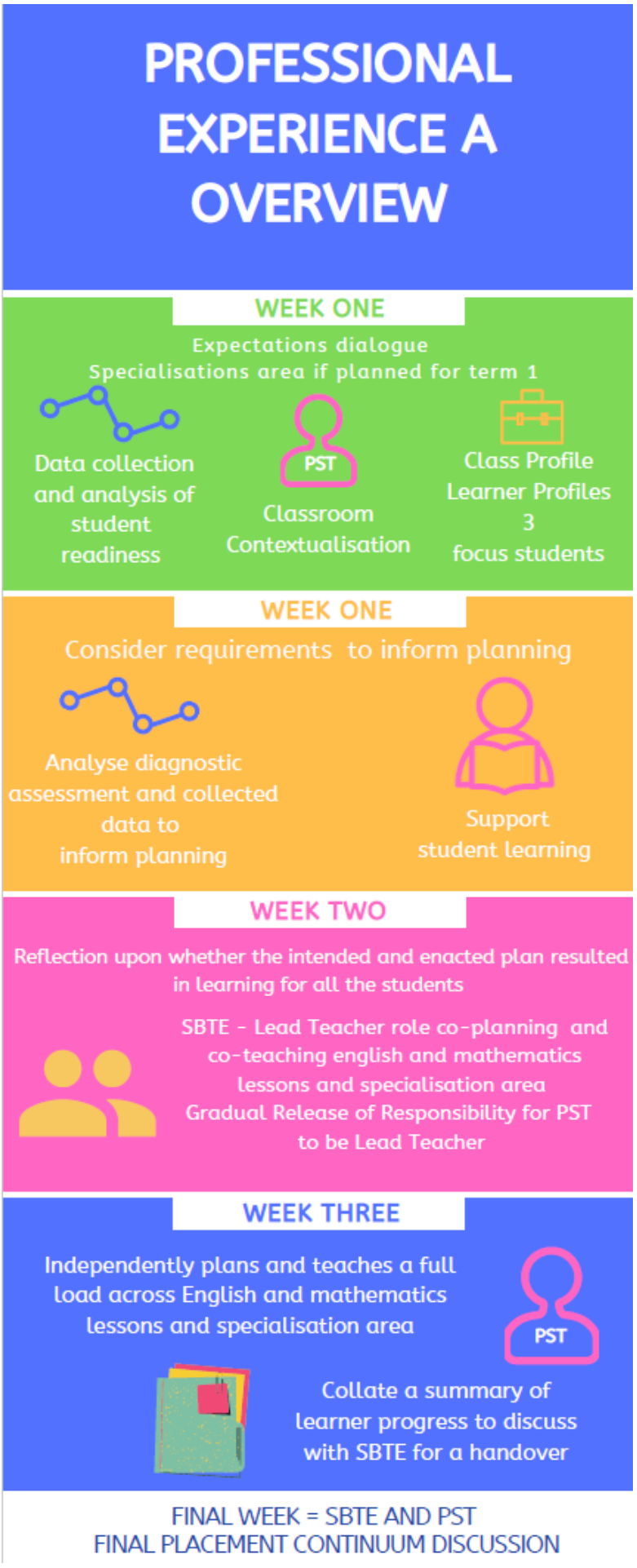
Focus of the study is on Preservice Teacher practice and not on the Site-Based Teacher Educator or the School.

Further Information

Please refer to the GTPA website

Placement Details

Professional Experience A Overview



Professional Experience A - ED4486: Professional Learning Weekly Tasks in Detail

Prior to Placement	Discuss with the Site Base Coordinator to attend the arranged minimum one student-free day Each School's schedule will be different. Preservice Teacher is required to attend Discussion to gain mutual understanding of co-planning and co-teaching models

Suggested focus points using the **QPERF Portfolio annotated artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 1

- Code of ethics, well-being and safety strategies, policies and processes required of teachers
- Importance of inclusive class routines and procedures to cater for learner diversity
- How SBTE uses curriculum documents, data and evidence to inform an initial curriculum plan
- The importance of alignment between the cognitive performance and content assessed summative, and the materials taught during the unit

	Plan	**Teach**		
	Curriculum Requirements and Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	**Reflect and Appraise Next Steps for Learning**
Week 1	Engage in dialogue to discuss placement goals, shared expectations and required levels of professionalism Provide curricular resources necessary for PST to plan and assess for the required weeks of placement Discuss the alignment of whole school curriculum plans, yearly overviews and unit planning Discuss literacy and numeracy demands of the planned unit and strategies to scaffold literacy and numeracy capabilities as relevant Discuss with SBTE the required collection of artefacts for QPERF assessment requirements Discuss with SBTE chosen focus students. Ethically and confidentially begin collecting and analysing data for Class Profile and Learner Profiles for three focus students whose current performances are 'below' 'at' 'above' year level benchmark SBTE takes the *Lead Teacher role* guiding the co-planning and contextualisation of all English and Maths lessons - include specialisation subject (*HPE, Science, Technology* may require negotiation to timetable for grade level)	Support student return to school Become familiar with school level policies for classroom management (for example PBL, Tier 1 Strategies: Universal supports for classroom management) Review/collate and analyse data to support and engage students in learning Observe strategies that help create and maintain a supportive and safe environment conducive to learning SBTE takes the *Lead Teacher role* guiding the co-teaching (of choice) and contextualisation of all English and Maths lessons - including specialisation subject (*HPE, Science, Technology* may require negotiation to timetable for grade level)	Develop and administer diagnostic assessment Analyse diagnostic results Use results to inform planning decisions for the following weeks of placement	Co-reflect on the first week of Professional Experience Reflect on the appropriateness of classroom and behaviour management strategies that were used to maintain a safe, supportive and inclusive classroom PST discuss with SBTE their written philosophy - QPERF Portfolio Co-reflect on differentiated requirements that should be evidenced for upcoming plans • content • cognitive processes for students to learn • product • environmental conditions Annotate your intended plan to reflect your enacted plan

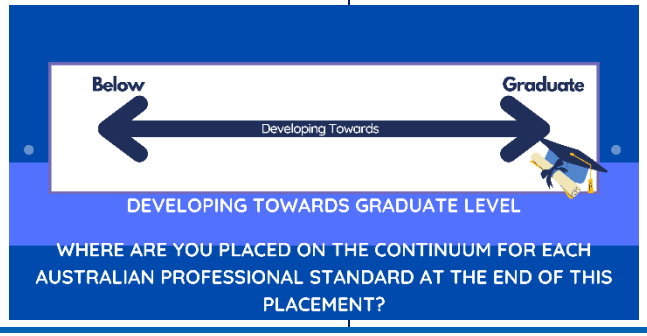
Suggested focus points using the **QPERF Portfolio annotated artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 2

- Ways to identify the gaps in leaner needs to succeed in learning progression
- How to use information, data and evidence to inform planning and preparation to apply differentiation (the practical application according to learner/classroom context) and specific to each learner/class needs (i.e. disability, diversity and quality differentiate teaching practices). Think about students working at different levels/achievement standards and subjects
- Identify any potential strategies to specifically differentiated according to functional impact (disability) of learning needs
- How can you provide targeted feedback to support student progression and visible learning?
- What are effective strategies to track/monitor the learning progression of all students?
- How do we develop formative assessment to align with summative assessment – what is the cognitive performance required to meet the year-level standard?
- Could we share the results with parents/carers to provide an informal update on learner progression?

	Plan	**Teach**		**Reflect and Appraise Next Steps for Learning**
	Curriculum Requirements & Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	
Week 2	Utilise Week 1 analysis from diagnostic assessment and other collected data to inform planning Discuss curriculum considerations required to inform planning • Content descriptions • General Capabilities • Learner considerations • Literacy and Numeracy demands Take into consideration school discipline and welfare policies and initiatives to create and support a safe learning environment SBTE takes the *Lead Teacher role* providing Gradual Release of Responsibility for PST to take over *Lead Teacher role* for the co-planning of all English and Maths lessons including specialisation subject (*HPE,Science, Technology* may require negotiation to timetable for grade level)	PST's develop and deliver lessons demonstrating differentiation - considering Universal Design for Learning for the whole class incorporating a range of strategies including digital literacies Support and engage with students learning using a range of effective SBTE modelled strategies for engaging students SBTE takes the *Lead Teacher role* providing Gradual Release of Responsibility for PST to take over *Lead Teacher role* for the co-teaching of all English and Maths lessons including specialisation subject	Co-plan and implement a Formative assessment (which aligns with the Summative task) to gauge learning progress to date Provide feedback to your learners to support their learning progression – Task, Process, Self- Regulation, Self-Level Feedback Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students	Reflect upon observed strategies for maintaining a safe, supportive and inclusive classroom Discuss with SBTE the data sources that informed you that learning occurred. Annotate your intended plan to reflect your enacted plan Incorporate SBTE feedback and Reflective Practice notes for next step planning in Week 3 Use the **Formative** Feedback sheet to engage in a mid-placement discussion regarding progress p.36

Suggested focus points using the **QPERF Portfolio annotated artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 3

- Maintaining curriculum alignment while differentiating and adjusting to respond to student's needs and pace of a classroom environment
- How to effectively utilise evidence that leads to the learning progression
- Early intervention strategies and support for students – who are the stakeholders?

	Plan	**Teach**		
	Curriculum Requirements and Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	**Reflect and Appraise Next Steps for Learning**
Week 3	Plan for maintaining a safe, supportive and inclusive classroom Uses a range of effective SBTE modelled strategies for engaging students Arrange for access to and distribution of resources to support learners Take into consideration school discipline and welfare policies Build appropriate reinforcement and feedback into planning Lesson plans demonstrating the alignment of curriculum intentions and QCAA year level standard elaborations between what is taught and what is assessed – the cognitive performance is aligned PST independently plans all English and Maths lessons including specialisation subject	Support and engage with students in learning PST's develop language and strategies that support inclusive participation PST independently teaches all English and Maths lessons, including specialisation subject Enact and reflect upon classroom management strategies  	Provide feedback to your learners to support their learning progression – Task, Process, Self-Regulation, Self-Level Feedback. Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students	Annotate your intended plan to reflect your enacted plan Reflect upon whether the intended and enacted plan – the (pedagogical decisions made prior/during lessons) resulted in learning for all the students Collate a summary of learner progress to discuss with SBTE for a handover Co-reflect upon achieved Placement Goals and Professional Experience using the portfolio with SBTE SBTE uses the PST's Professional Experience QPERF portfolio as supportive evidence to inform their assessment of the PST's progress and achievements against the APST's Evaluate PST's professional learning and demonstrated evidence against Formative Report (minimum of 'Developing Adequately' in EACH standard descriptor) Discuss with PST gaps and where they are placed within the 'Developing Range'

Professional Experience A - Portfolio

Demonstrating Evidence of Professional Standards

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

The Professional Experience portfolio with the suggested relevant artefacts is a working document to be used continually throughout the placement, guiding reflective practice discussions between the SBTE and PST. The specific annotated artefacts the PST chooses should be evidence of the PST demonstrating the relevant Australian Professional Standards for Teachers (APST) descriptors. The artefacts should prompt dialogue supporting PST's understanding, knowledge, and development of the APST for this phase of development.

The SBTE views the Professional Experience Portfolio to inform and support the assessment of the PST's performance over the Professional Experience Phase. The SBTE, SC or visiting JCU representative may view the portfolio at any time throughout the placement.

		Artefact examples to be annotated for inclusion to Support Demonstration of the Professional Standards **Engagement Level**
Personal Statement		A written teaching philosophy reflective of your teaching and learning values and beliefs and reflective of your teacher identity. Include professional experience goals, including scholarly references (150 – 200 words)
Professional Knowledge	**Planning Effectively**	**Planning using data and evidence – collecting data to gauge learner needs and readiness for learning** • Class profiles based on system data, previous assessment tasks, supportive inclusion and wellbeing plans, insights from SBTE, class socio-gram, observation notes **APST 1.1, 1.3** • Three learner profiles – across a range of year-level benchmarks **APST 1.1** • Annotate individual or negotiated curriculum plans **APST 1.1** • Annotation on diagnostic assessment (three focus students) **APST 1.1** • Annotated School policy or program initiatives supporting inclusivity and cultural sensitivity **APST 1.3** • Lesson Plans (at least three) with recorded differentiated teaching strategies to meet the learning needs of all students **APST 1.3, 1.5** • A sequence of lessons (at least three lesson plans) that include links to focus student's contexts, general capabilities, subject-specific literacy and numeracy requirements, and demonstrates alignment between Curriculum, pedagogy and assessment **APST 1.3, 2.2, 2.3, 2.5** • Record of how SBTE as well as learning support specialists support the learning needs and strengths of students with a disability **APST 1.5, 1.6** • Lessons plan/s with recorded teaching and learning strategies that link curriculum suitable for the learning context **APST 2.1** • A lesson plan using appropriate curriculum documents and intent with evidence of alignment to planned assessment of learning **APST 2.3** • Inclusion of digital literacy resources to make content more meaningful and enhance student learning **APST**

Professional Practice	Teaching Effectively	**Differentiated Delivery Instruction** • Developed Learner goals for focus students **APST 3.1** • Annotated lesson plans responsive to SBTE feedback concerning appropriate time/weighting to achieve learning outcomes, content, and student learning for next step planning **APST 3.2** • Samples (visual representation) of a basic range of teaching strategies **APST 3.3** • Samples of chosen resources, including digital literacies, demonstrating engaging, accessible, challenging, and alignment with key content descriptors **APST 3.4** • SBTE feedback or self-reflection regarding the use of voice effectively concerning tone, pitch, strength, speed, and confidence, for the student's level or stage **APST 3.5** • Written reflections evaluating your lessons and suggestions for improved pedagogy **APST 3.6**
	Managing Effectively	**Planning for Safe and Supportive Learning Environments Supporting Student Wellbeing** • Annotations on School's safe and supportive policies **APST 4.1** • Record of universal Tier 1 supports and school wide interventions e.g. classroom routines and procedures **APST 4.1, 4.2** • Observational notes of effective strategies to foster safe and supportive classrooms **APST 4.2** • Reflections upon implementation of classroom management strategies **APST 4.2**
	Assessing and Recording	**Assessment of Learning Progress** • Record of assessment activities (diagnostic, formative and summative) to monitor and support student learning **APST 5.1** • Samples of feedback on the 3 focus student's work **APST 5.2** • Annotation of analysis of qualitative and quantitative education data **APST 5.4**
Professional Engagement	Professional Conduct	**Demonstrating professional conduct** • Written reflections, evidencing the incorporation of SBTE strategies **APST 6.3** • Written reflection of professional practice in relation to QCT code of ethics and implications to the daily life of teaching **APST 7.1**
	Reflective Practice	**One-page reflection on Professional Experience** Written reflection focusing on the strengths of practice in reference to Professional Standards and what Standards are developing and needing to meet Graduate level. Focus on how you will action the Professional Development in preparation for your final phase of Professional Experience. **APST 6.1, 6.2, 6.4**

Formative Feedback Discussion Sheet

Not to be Submitted

D: Developing Adequately **N:** Needs Attention			
Domains	**Teaching Segment**	**D**	**N**
Knowledge	Knows children's names		
	Shows an interest to know every child		
	Shows an understanding and impact on/for learning - relevant to child's need		
	Uses resources that cater for different learning styles and needs of children		
	Recognises the need and attempts to plan for children's diversity within the classroom, including children with a disability and Aboriginal and Torres Strait Islander children		
	Uses school curricular resources appropriately		
	States clear and appropriate lesson intent		
	Designs a logical teaching and learning sequence		
	Provides clear procedures and instructions		
	Provides learning experiences that engage children		
	Considers literacy and numeracy requirements		
	Provides adjustments/differentiation for content / cognitive processes for children to learn / product / environmental factors		
	Demonstrates understanding of the content /concepts		
	Explains lesson content clearly and accurately		
	Delivers an appropriately paced lesson		
	Gathers children's feedback to inform next step learning		
	Achieves lesson intent		
	Sets achievable challenges for children		
	Uses and develops a range of resources, including digital literacies /manipulatives		
	Uses a range of teaching strategies that align with the content of the lesson		
	Provides learning experiences that engage children in learning		
Practice	Communicates clearly and accurately using • Spoken language • Written language		
	Uses voice effectively: varies intonation, volume, tone and speed		
	Uses a range of appropriate and effective verbal and non-verbal communication		
	Distributes widely different levels of questions demanding deeper thinking by the children		
	Provides sufficient time for children to respond		
	Responds to children in an encouraging, inclusive and respectful manner		
	Provides clear expectations		
	Waits for class attention before speaking		
	Establishes and maintains safe and inclusive routines and procedures		
	Provides clear instructions and directions		
	Transitions a class smoothly from one task to another		
	Moves systematically around the room		
	Recognises all levels of off-task behaviour		
	Responds to re-engage children in learning		
	Uses a range of strategies to refocus and engage children in learning		
	Monitors child's behaviour: reinforces positive behaviour		
	Responds firmly and calmly towards challenging behaviour		
	Delivers appropriately paced lessons		
	Achieves lesson intent		
	Checks for child's understanding at appropriate moments		
	Provides timely and specific feedback to support children's learning		

D: Developing Adequately **N:** Needs Attention			
Domains	**Teaching Segment**	**D**	**N**
Engagement	Submits lesson plans in advance		
	Organises resources for lessons in advance		
	Participating in staff/curriculum meetings and professional development opportunities		
	Implements constructive feedback to improve professional knowledge and practice		
	Is punctual – class, meetings, duties		
	Displays a positive attitude		
	Initiates discussions concerning personal development		
	Takes responsibility for engaging in all placement requirements		
	Displays professional boundaries with children		
	Demonstrates care for the well-being of children		
Suggestions			

College of Arts, Society & Education
BACHELOR OF EDUCATION

ED4486
Primary

Professional Experience A Formative Report

Professional Experience A
Formative - Developing Towards Graduate Level

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

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

JCU Preservice Teacher:		JCU Student ID:	
Partnership School:			
SBTE/s:			
Primary:	Year Levels:	Specialisation:	

Formative Assessment ratings	
Graduate level (G)	**Consistent** evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage
Developing towards graduate level (D)	**Awareness** of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level
Below graduate level (B)	**Little or no evidence** of knowledge, practice and engagement or awareness that meet the descriptors at the APST Graduate Career Stage.

The following activities completed, as outlined in the Professional Experience Handbook:

	PST Presented & Discussed Professional Experience **Portfolio** with SBTE **throughout** the Placement
	Minimum of 'D' (Developing Towards Graduate Level) in **ALL** descriptors against the Report
	Completed the required number of consecutive Professional Experience days – **including** the minimum 1-day Student Free/Professional Development Day
	Completed the required arranged Days ED4486

If supervised by two Site-Based Teacher Educators, **ONLY** one Report per Placement is required—moderated between Site Based Teacher Educators.

Planning using data and evidence – collecting data to gauge learner needs and readiness for learning		Satisfactory		
		Graduate	**Developing towards Graduate**	Below Graduate
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1			
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3			
Demonstrate knowledge and understanding of strategies for differentiated teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5			
Organise content into an effective learning and teaching sequence.	APST 2.2			
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3			
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5			
Set learning goals that provide achievable challenges for children and young people of varying abilities and characteristics.	APST 3.1			
Plan lesson sequences using knowledge of children's learning, content and effective teaching strategies.	APST 3.2			

*Constructive feedback to support PST to **plan** for their Final Year Placement to meet Graduate Level, including how they are using learner assessment data to inform and modify instruction both in the moment and across the sequence of teaching learning and assessment.*

Differentiated Delivery Instruction		Satisfactory		
		Graduate	**Developing towards Graduate**	Below Graduate
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1			
Implement a range of teaching strategies and appropriate resources, including digital literacies that engage students in learning.	APST 3.3			
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3			

*Constructive feedback to support PST to **plan** for their Final Year Placement to meet Graduate Level, including how they are using learner assessment data to inform and modify instruction both in the moment and across the sequence of teaching learning and assessment.*

Planning for Safe and Supportive Learning Environments Supporting Student Wellbeing		Satisfactory		
		Graduate	**Developing towards Graduate**	Below Graduate
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1			
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2			

*Constructive feedback to support PST to **plan** for their Final Year Placement, including how the PST is developing approaches and strategies to teach and engage students to exhibit positive learning behaviours. How has the PST shared their understanding of the situations that trigger challenging behaviours? Has the PST demonstrated familiarity with school policy and procedures for managing challenging behaviours?*

Assessment of Learning Progress		Satisfactory		
		Graduate	**Developing towards Graduate**	Below Graduate
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1			
Demonstrate the capacity to interpret student assessment data to evaluate their learning and modify teaching practice.	APST 5.4			
*Constructive feedback to support PST to **plan** for their Final Year Placement, including how they assessed learner progress during a lesson/s and how they provided learners with feedback to support learning progression. Through the PST's collated summary of learner progress, constructive feedback to how PST identified student strengths and weaknesses and how PST identified future opportunities for improvement.*				

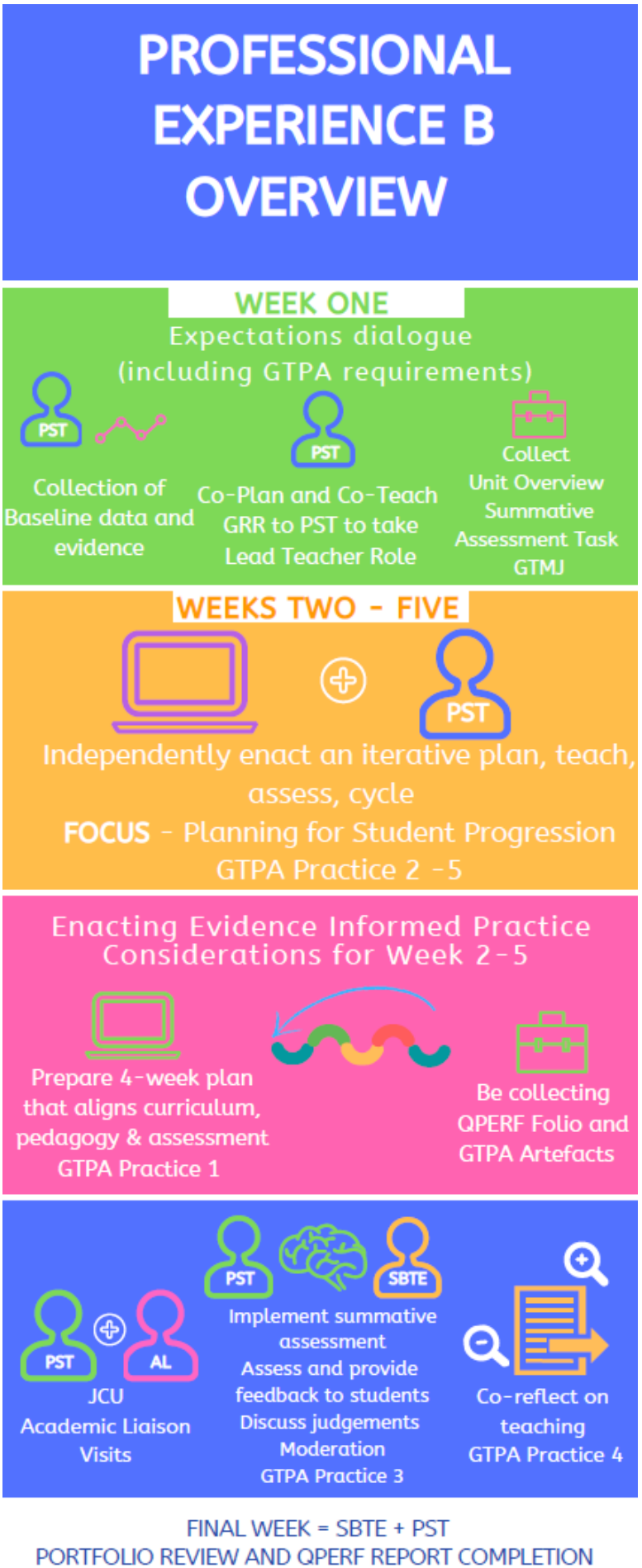
Professional Engagement as an Educator		Satisfactory		
		Graduate	**Developing towards Graduate**	Below Graduate
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1			
*Constructive feedback to support PST to **plan** for their Final Year Placement, including how PST has participated/engaged with school staff in a range of activities and programs and modelled responsible and ethical use of digital literacy to support a safe online environment for students.*				

Overall feedback to support PST to **plan** for their Final Year Placement to **meet** Graduate Level.

Professional Experience Overall Result			Requirements	
Developing Towards Graduate Level		**Below Graduate Level**	Completed arranged placement days as per confirmation	15 20 25
			Completed and discussed professional portfolio recommendations	
Means PST is ready to proceed to Final Professional Experience (Met all Descriptors at minimum of Developing)		**Means PST is not yet ready to proceed to Final Professional Experience stage due to having 1 or more Below Graduate Level Descriptors Ticked**	Minimum of 'Developing Adequately' in **all** descriptors	

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

Professional Experience B Overview



FINAL WEEK = SBTE + PST
PORTFOLIO REVIEW AND QPERF REPORT COMPLETION

Professional Experience B - ED4490: Professional Learning Weekly Tasks in Detail

Week 1	Reacquaint with class routines and classroom management procedures Review professional expectations with SBTE and discuss Professional Experience Goals Discussion to gain mutual understanding of co-planning and co-teaching models

Suggested focus points using the **QPERF Portfolio annotated artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 1

- The GTPA is an in-depth appraisal of your enactment of evidence-informed practice
- School and class context implications upon learning and reflections on the impact of the quality of the learning environment on student success
- The focus of students, as learners, and their learning AND the professional decisions and judgements required to assure student learning

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

	Plan	**Teach**		
	Curriculum Requirements and Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	**Reflect and Appraise Next Steps for Learning**
Week 1 Planning Using Data (Aligns with GTPA Practice 1)	Provide relevant teaching documentation - Unit overview, summative assessment task, GTMJ and available data on student learning to support PST to plan effectively Discuss literacy and numeracy demands of the planned unit and strategies to scaffold literacy and numeracy capabilities as relevant Discuss with SBTE the • required collection of artefacts for QPERF assessment requirements and GTPA • chosen focus students Ethically and confidentially begin collecting and analysing data for Class Profile and Learner Profiles for 3 focus students whose current performances are 'below' 'at' 'above' year level benchmark SBTE takes the *Lead Teacher role* providing Gradual Release of Responsibility to PST during the co-planning of all English and Maths lessons - including specialisation subject – (*HPE, Science, Technology* may require negotiation to timetable for grade level)	SBTE takes the *Lead Teacher role* providing Gradual Release of Responsibility to PST during the co-teaching of all English and Maths lessons - include specialisation subject – (*HPE, Science, Technology* may require negotiation to timetable for grade level)	Collect a range of diagnostic and baseline data Interpret results to establish • current level of performance • desired levels of performance • readiness for learning Use results to inform planning decisions for the following weeks of Placement	Identify learner goals for all students and strategies to progress learning, especially for focus students Identify the differentiated requirements that should be evidenced for upcoming plans • content • cognitive processes for students to learn • product • environmental conditions Prepare a 4-week plan that considers learner needs and aligns Curriculum, pedagogy and assessment PST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals

Suggested focus points using the **QPERF Portfolio annotated artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 2

- Given knowledge about learners, their needs, and curriculum requirements, what better ways are there to structure/differentiate teaching, learning and assessment experiences for the learners?
- Discussion and justification of choices for pedagogical approaches
- Ways to develop a learning culture

	Plan	**Teach**		
	Curriculum Requirements and Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	**Reflect and Appraise Next Steps for Learning**
Week 2 Teaching & Learning Practice (Aligns with GTPA Practice 2)	Independently plans a full load across all curriculum areas – including specialisation (required for GTPA) Utilise Week 1 analysis Use official Curriculum and other relevant documents to plan connected teaching and learning sequences Plan for student's prior learning and diversity in the selection of teaching strategies **Note:** For students ONLY with a specialisation subject Take into consideration that planning and timetabling for your specialisation subjects *(HPE, Science, Technology)* may require you to negotiate time with another supervising teacher for you to fulfil your GTPA requirements	Independently teaches a full load across all curriculum areas – including specialisation (required for GTPA) Develop and deliver lessons demonstrating differentiation for the whole class and your three focus students Incorporate a range of relevant teaching and learning strategies, including ICT	Provide feedback to your learners to support their learning progression Make judgments of student learning Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students	Reflection(s) on gaps between intended and enacted practice Reflect upon the range of teaching strategies chosen to support student engagement and learning and the reasons for selecting those strategies Document the evidence supporting the learning progression Incorporate Reflective Practice and annotated lesson plan notes into next step planning for Week 3 PST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals

Suggested focus points using the **QPERF Portfolio annotated artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 3

- Maintaining curriculum alignment and visibility of learning trajectories
- Early intervention strategies and support for students

	Plan	**Teach**		
	Curriculum Requirements and Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	**Reflect and Appraise Next Steps for Learning**
Week 3 Teaching & Learning Assessing Feedback & Professional Judgement (Aligns with GTPA Practice Components 2 & 3)	Independently plans a full load across all curriculum areas – including specialisation (required for GTPA Documented adjustments to planning Evidenced in your planning - general capabilities, including literacy and numeracy	Independently teaches a full load across all curriculum areas – including specialisation (required for GTPA PST's develop language and strategies that support inclusive participation	Plan and implement a Formative assessment (which aligns with the Summative task) to gauge learning progress to date Make judgments of student learning Provide feedback to your learners to support their learning progression Assess the impact of your pedagogical decisions drawing on evidence from the whole class & your three focus students	Reflect upon the data sources and the alignment of your differentiated Curriculum. Ensure that any changes you have made to your initial plan maintain alignment with the content and cognitive performance assessed in the summative task Annotate your intended plan to reflect your enacted plan Reflection(s) on gaps between intended and enacted practice Incorporate Reflective Practice and annotated lesson plan notes into next step planning for Week 4 Reflect upon whether the intended & enacted plan– the (pedagogical decisions made prior/during lessons) resulted in learning for all the students PST initiate a mid-point reflective progress discussion with SBT Utilise the Formative Feedback Guide p.52 to discuss how PST is demonstrating evidence of developing towards meeting **Graduate** Level with ALL QPERF APST's Utilise the QPERF Portfolio to engage in discussion as supportive evidence of APST's

Suggested focus points using the **QPERF Portfolio annotated artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 4

- Selection of assessment tools and practice and addressing fit for purpose and principles of inclusion
- Acknowledgment of the challenges in teaching, including making accurate and consistent judgements of student work during summative assessments

	Plan	**Teach**		
	Curriculum Requirements and Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	**Reflect and Appraise Next Steps for Learning**
Week 4 Teaching & Learning (Aligns with GTPA Practice 2)	Independently plans a full load across all curriculum areas – including specialisation (required for GTPA Reaffirm lesson plans are demonstrating the alignment of curriculum intentions and QCAA year level standards between what is taught and what is assessed – the cognitive performance is aligned	Independently teaches a full load across all curriculum areas – including specialisation (required for GTPA	Provide feedback to your learners to support their learning progression Support student learning and metacognitive development Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students	Provide feedback to your learners to support their learning progression Support student learning and metacognitive development Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students Discuss next step learner progression towards Summative demonstration of learning while maintaining curriculum alignment PST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals

Suggested focus points using the **QPERF Portfolio annotated artefacts** to engage in professional dialogue and reflective practice with SBTE during Week 5

- How can reliability be improved? In what ways can the moderation process be enhanced?
- The role of the Australian Professional Standards for Teachers
- Acknowledgment of the joys of teaching and the influences and reasons for being a Professional Educator

	Plan	Teach		
	Curriculum Requirements & Student Readiness	**Differentiated Delivery Instruction**	**Assessment of Learning Progress**	**Reflect and Appraise Next Steps for Learning**
Week 5 Assessing Feedback & Professional Judgement (Aligns with GTPA Practice 3)	Independently plans a full load across all curriculum areas – including specialisation (required for GTPA	Independently teaches a full load across all curriculum areas – including specialisation (required for GTPA	Implement planned summative assessment Assess and provide feedback to student's work samples to support their learning progression with a cognitive commentary Implement planned summative assessment Assess and provide feedback to student work samples to support learning progression with a cognitive commentary Identify demonstrated learning in the Curriculum, general capabilities, including literacy and numeracy and higher-order thinking	PST to mark student work samples. Grade student work applying relevant standards and criteria informing your judgement Discuss judgement with SBTE engage in moderation with SBTE Keep a record of your moderation meeting Sign the moderation template Evaluate the quality of the feedback you provided to progress student learning Assess the impact of your pedagogical decisions over your 5-week placement, drawing on evidence from the whole class & your three focus students Have each of your students met their learning targets? How do you know? Collate a summary of learner progress to discuss with SBTE for a handover

Assessment for Preservice Teacher during Week 5			
	PST	**SBTE**	**PST and SBTE**
Week 5	PST to ensure they acquired all evidence required to complete GTPA PST to ensure all evidence is de-identified Discuss with SBTE their written rationale – QPERF Portfolio Personal Statement Complete Reflection – QPERF Portfolio before the final day of Professional Experience to discuss with SBTE	SBTE will sight the PST's Professional Experience QPERF Portfolio to inform their assessment of the PST's performance Evaluate PST's professional learning and demonstrated evidence against QPERF Report (minimum of 'Graduate' in EACH standard descriptor) Final evaluation: Evaluate PST's professional learning against QPERF (minimum of Graduate standard) QCT Evidence Guide (refer to Achievement standard)	Co-reflect on the achieved placement goals with PST leading the reflection Co-reflect the appraisal of the impact on student learning and professional identity with PST leading the reflection Co-reflect on the Professional Experience using the Portfolio with PST leading the reflection

Professional Experience B QPERF Portfolio
Demonstrating Evidence of Professional Standards

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

The Professional Experience Portfolio with the suggested relevant artefacts is a working document to be used continually throughout the placement, guiding reflective practice discussions between the SBTE and PST. The specific artefacts the PST chooses should be evidence of the PST demonstrating the relevant Australian Professional Standards for Teachers (APST) descriptors. The annotated artefacts should prompt dialogue supporting PST's understanding, knowledge and development of the APST for this phase of development.

The SBTE views the Professional Experience Portfolio to inform and support the assessment of the PST's performance over the Professional Experience Phase. The SBTE, SC or visiting JCU representative may view the portfolio at any time throughout the placement.

PST will present and discuss their portfolio with their Academic Liaison.

		Artefact examples to be annotated for inclusion to Support Demonstration of the Professional Standards **Graduate Level**
Personal Statement		A written rationale for continued professional learning and the implications for improved student learning (150 – 200 words)
Professional Knowledge	**Planning Effectively**	**Planning using data and evidence – collecting data to gauge learner needs and readiness for learning** • Three learner profiles across a range of year-level benchmarks and class profiles based on system data, previous assessment tasks, supportive inclusion and wellbeing plans, insights from SBTE, class socio- gram, observation notes **APST 1.1** • Annotations of modifications depending on students' physical, social, and intellectual development **APST 1.1** • A sequence of lessons (at least three lesson plans) responsive to the diversity of all students, general capabilities, subject-specific literacy and numeracy requirements, and demonstrates alignment with learner profiles, Curriculum, pedagogy and assessment **APST 1.3, 2.2, 2.3, 2.5** • Lesson plans with differentiated tasks to meet the learning needs of students across the full range of abilities **APST 1.5, 1.6** • Discussion notes regarding how the learning needs of students with different disabilities could be met **APST 1.6** • Lesson plan with teaching strategies consolidating students' understanding of complex concepts **APST 2.1** • Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes **APST 2.3** • Inclusion of a broad range of digital literacy teaching resources and learning activities e.g. project-based learning, web-based research, Web 2.0 tools **APST 2.6** ***Dependent on context***: • Integrate culturally sensitive resources, language and strategies aiming for engagement **APST 1.4** • Resources and/or reflection that indicates input from Aboriginal and Torres Strait Islander colleagues and/or appropriate elders **APST 2.4**

Professional Practice	Teaching Effectively	**Differentiated Delivery Instruction** • Documented strategies to determine whether when students have or have not attained a learning goal with the annotated lesson plan drawing upon previous lesson delivery to plan and implement relevant, engaging, and significant learning experiences **APST 3.1, 3.2** • Samples (visual representation) of an extended range of teaching strategies **APST 3.3** • Samples of the use of a variety of technologies **APST 3.4** • Samples of the impact of learning because of the use of a range of questioning techniques to elicit understanding **APST 3.5** • Written reflections evaluating your lessons based upon student feedback and suggestions for improved pedagogy **APST 3.6** • Contextually relevant opportunities for parents/carers to be involved in student learning e.g online platforms for interaction **APST 3.7**
	Managing Effectively	**Planning for Safe and Supportive Learning Environments Supporting Student Wellbeing** • Document expectations of student learning and behaviour that show care for individuals, as well as considerations of school policy **APST 4.1** • Document SBTE's feedback on communication skills and the strategies implemented in fostering learning and engagement **APST 4.1, 4.2** • Reflection on inclusive strategies, modelling positive learning behaviour, maintaining clear expectations, rules and consequences, strategies to motivate and refocus learners, and application of SBTE's' feedback **APST 4.3** • Document school's well-being initiatives – policy or programs and how they are enacted **APST 4.4** (also required for ED4621: Leading Wellbeing and Sustainability in Learning Communities) ○ An example of a strategy to support a student's well-being, e.g. cyber safety/digital footprint ○ An example of a strategy to support a student's resilience and wellbeing ○ An example/documentation of how the school promotes staff wellbeing and resilience ○ An assessment task that includes clear guidelines of academic integrity • Samples of explicit teaching and learning strategies to promote safe, responsible, and ethical use of ICT in teaching and learning **APST 4.5**
	Assessing and Recording	**Assessment of Learning Progress** • An example of a designed formative and/or summative assessment **APST 5.1** • An example of a formative assessment task with written task level feedback provided to students to inform next steps to meet criteria **APST 5.2** • Record of moderation practices **APST 5.3** • Reflections on the evidence gathered through assessment tasks **APST 5.4** • Visual representation of the chosen approach to collecting, organising, and storing assessment data consistent with school policies and procedures **APST 5.5**
Professional Engagement	Professional Conduct	**Demonstrating professional conduct** • Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards **APST 6.1** • Critical reflection analysing the extent of achievement with chosen professional learning goals **APST 6.3** • Certificate/notes from the engagement in offered professional development opportunities **APST 6.4** • Examples of effective and professional interaction with colleagues and duty of care for students reflective of school administrative requirements **APST 7.1, 7.2, 7.4** • Example of communication expressing appropriate language, that is sensitive to the backgrounds and needs of students, families and parents/carers **APST 7.3**
	Reflective Practice	**One-page reflection on Professional Experience** • Focus on appraising your impact and the development of your professional identity over both your Professional Experiences. **APST 7.1**

Formative Feedback Discussion Sheet

Not to be Submitted

D: Developing Adequately **N:** Needs Attention			
Domains	**Teaching Segment**	**D**	**N**
Knowledge	Knows children's names		
	Shows an interest to know every child		
	Shows an understanding and impact on/for learning - relevant to child's need		
	Uses resources that cater for different learning styles and needs of children		
	Recognises the need and attempts to plan for children's diversity within the classroom, including children with a disability and Aboriginal and Torres Strait Islander children		
	Uses school curricular resources appropriately		
	States clear and appropriate lesson intent		
	Designs a logical teaching and learning sequence		
	Provides clear procedures and instructions		
	Provides learning experiences that engage children		
	Considers literacy and numeracy requirements		
	Provides adjustments/differentiation for content / cognitive processes for children to learn / product / environmental factors		
	Demonstrates understanding of the content /concepts		
	Explains lesson content clearly and accurately		
	Delivers an appropriately paced lesson		
	Gathers children's feedback to inform next step learning		
	Achieves lesson intent		
	Sets achievable challenges for children		
	Uses and develops a range of resources, including digital literacies /manipulatives		
	Uses a range of teaching strategies that align with the content of the lesson		
	Provides learning experiences that engage children in learning		
Practice	Communicates clearly and accurately using • Spoken language • Written language		
	Uses voice effectively: varies intonation, volume, tone and speed		
	Uses a range of appropriate and effective verbal and non-verbal communication		
	Distributes widely different levels of questions demanding deeper thinking by the children		
	Provides sufficient time for children to respond		
	Responds to children in an encouraging, inclusive and respectful manner		
	Provides clear expectations		
	Waits for class attention before speaking		
	Establishes and maintains safe and inclusive routines and procedures		
	Provides clear instructions and directions		
	Transitions a class smoothly from one task to another		
	Moves systematically around the room		
	Recognises all levels of off-task behaviour		
	Responds to re-engage children in learning		
	Uses a range of strategies to refocus and engage children in learning		
	Monitors child's behaviour: reinforces positive behaviour		
	Responds firmly and calmly towards challenging behaviour		
	Delivers appropriately paced lessons		
	Achieves lesson intent		
	Checks for child's understanding at appropriate moments		
	Provides timely and specific feedback to support children's learning		

D: Developing Adequately **N:** Needs Attention			
Domains	**Teaching Segment**	**D**	**N**
Engagement	Submits lesson plans in advance		
	Organises resources for lessons in advance		
	Participating in staff/curriculum meetings and professional development opportunities		
	Implements constructive feedback to improve professional knowledge and practice		
	Is punctual – class, meetings, duties		
	Displays a positive attitude		
	Initiates discussions concerning personal development		
	Takes responsibility for engaging in all placement requirements		
	Displays professional boundaries with children		
	Demonstrates care for the well-being of children		
Suggestions			

College of Arts, Society & Education

BACHELOR OF EDUCATION

ED4490
Primary

Professional Experience B QPERF Final Report

Professional Experience B
Meeting Graduate Level

To support the assessment processes and JCU's commitment to academic integrity, we ask all Reports be returned **ONLY** by Site Coordinators. Digital Report to be submitted to Student Placement by email placements@jcu.edu.au within **5** days of completion of Placement.

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

JCU Preservice Teacher:		**JCU Student ID:**	
JCU Partnership School:			
SBTE/s:			
Primary	**Year Level:**	**Specialisation:**	

The following activities completed, as outlined in the Professional Experience Handbook:

	PST Presented & Discussed Professional Experience **QPERF Portfolio** with SBTE **throughout** the Placement
	Minimum of 'G' (Graduate level) in **ALL** descriptors against the QPERF Report
	Completed the required number of consecutive Professional Experience days (ED4490 -25 days)
If supervised by two Site Based Teacher Educators, **ONLY** one Report per Placement is required— moderated between Site Based Teacher Educators.	

Supervising teachers are not required to provide an overall assessment score for the Preservice Teacher; this is determined by higher education institutions as part of their assessment processes.

APST Graduate Career Stage descriptors have been grouped to assist the supervising Teacher's observation and assessment of professional experience. All sections are weighted evenly. Some descriptors are dependent on context so may not be assessable for all Preservice Teachers during the final summative professional experience. A single piece of evidence may address multiple descriptors, including those in several sections of this Form.

Higher education institutions are encouraged to use this document as a basis for non-summative professional experience reporting templates used at earlier professional experience placements.

Assessment ratings	
Exceeding graduate level (E)	Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career Stage.
Graduate level (G)	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage.
Developing towards graduate level (D)	Awareness of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level.
Below graduate level (B)	Little or no evidence of knowledge, practice and engagement or awareness that meet the descriptors at the APST Graduate Career Stage.

Final professional experience recommendations

This page is to be completed by the Preservice Teacher

Preservice Teacher's name	
Dates	(Full duration of professional experience): *From* / / *to* / /
School name and address	
Number of days (Including pre-placement days)	
School Context (where applicable) To complete this section Please refer to: schoolsdirectory.eq.edu.au	☐ Metropolitan ☐ Provincial ☐ Rural ☐ Remote ☐ Low socio-economic community ☐ Indigenous community ☐ Other *(Please indicate):* .....
Learning phase	☐ Early childhood ☐ Primary ☐ Junior secondary ☐ Senior secondary
Curriculum specialisation	
Class size Number of students in professional experience class	*Class 1* | *Class 2* | *Class 3*
Classroom context (where applicable)	☐ Students with a disability ☐ Indigenous students ☐ Culturally and linguistically diverse students

Summary of prior experience

Strengths identified in your previous teaching professional experience/s	
Teaching professional experience/s you have completed in a rural and remote locations	
Teaching professional experience/s you have completed with Aboriginal groups or Torres Strait Islander communities	
Teaching professional experience/s you have completed with students with a disability	

Section 1: Planning effectively — preparation for teaching

Examples of evidence

Artefacts that have been modified by the Preservice Teacher to suit the needs of the class such as:

- unit/lesson plans and resources
- school and system documents.

Documented feedback and evaluation of planning that reflects:

- curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies
- the Preservice Teacher's written reflections.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	☐	☐	☐	☐
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	☐	☐	☐	☐
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5	☐	☐	☐	☐
Organise content into an effective learning and teaching sequence.	APST 2.2	☐	☐	☐	☐
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	☐	☐	☐	☐
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	☐	☐	☐	☐
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	☐	☐	☐	☐
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	APST 1.6	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the Preservice Teacher in relation to this section.
Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A supervising teacher's observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The Preservice Teacher's reflections and application of supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1	☐	☐	☐	☐
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	☐	☐	☐	☐
Include a range of teaching strategies.	APST 3.3	☐	☐	☐	☐
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	☐	☐	☐	☐
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	☐	☐	☐	☐
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	☐	☐	☐	☐
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	APST 1.4	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Describe a broad range of strategies for involving parents/carers in the educative process.	APST 3.7	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the Preservice Teacher in relation to this section.
Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 3: Managing effectively — create safe and supportive learning environments

Examples of evidence

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plans, and individual student behaviour plans.
- A supervising teacher's observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections and records of professional conversations.
- The Preservice Teacher's written reflections and application of supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	☐	☐	☐	☐
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	☐	☐	☐	☐
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of Preservice Teacher in relation to this section.
Comments are required if 'Developing Towards Graduate Level' or 'Below Graduate Level' has been identified for any of the descriptors.

Section 4: Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, guides to making judgements, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans.
- A supervising teacher's observation notes including comments on formal and informal feedback, questioning techniques and assessment.
- The Preservice Teacher's written reflections and application of supervising teacher feedback.
- Data gathering tools such as checklists developed or adapted by Preservice Teacher.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	☐	☐	☐	☐
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	☐	☐	☐	☐
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	☐	☐	☐	☐
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	☐	☐	☐	☐
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	APST 5.5	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of Preservice Teacher in relation to this section.
Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 5: Professional conduct

Examples of evidence

- Artefacts such as annotated school and system policies and procedures, and communication with parents/carers.
- A supervising teacher's observations including comments on understanding and adherence to legislative requirements.
- Documentation of participation in school activities including duties, staff meetings and professional development.
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff and external professionals.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Describe strategies that support students' well-being and safety working within School and/or system, curriculum and legislative requirements.	APST 4.4	☐	☐	☐	☐
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	APST 4.5	☐	☐	☐	☐
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	☐	☐	☐	☐
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	☐	☐	☐	☐
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of Preservice Teacher in relation to this section.
Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 6: Excluded descriptors

All descriptors can be assessed in a professional experience setting; however to focus the final professional experience the following four descriptors will be assessed in coursework and do not require assessment in the final professional experience.

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	APST 1.2
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in Identifying professional learning needs.	APST 6.1
Understand the relevant and appropriate sources of professional learning for teachers.	APST 6.2
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	APST 6.4

Section 7: Overall comments

Please use this space to describe the Preservice Teacher's overall strengths and areas for development.

Section 8: Moderation

Please identify who has moderated the assessment of the Preservice Teacher.

Moderation may be completed through classroom visit/s or as a panel discussing the evidence and awareness demonstrated by the Preservice Teacher.

Site coordinator's name		Signature Date	/ /
Higher education institution (HEI) representative's name **Digitally Signed by Professional Experience Academic Coordinator ONCE submitted to JCU**	Trisha Telford	Signature Date	/ /
Name of HEI representative who conducted school visits **JCU Academic Liaison – Record the name of assigned Academic Liaison and date of the visit**		Date	/ /
Other moderator name and position if applicable		Signature Date	/ /

Section 9: Signatures

Each of the signatories must retain a copy of this report for their records.
The Preservice Teacher's signature indicates they have sighted this completed report.

Preservice Teacher's name		Signature Date	/ /
Supervising Teacher's name		Signature Date	/ /
Other supervising Teacher's name		Signature Date	/ /

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