

Master of Teaching and Learning (Primary)

Subject Outline and Professional Experience Handbook

ED5974: Final Graduate Professional Experience




JAMES COOK
UNIVERSITY
AUSTRALIA



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Placement Information

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

Subject Outline - Final Graduate Professional Experience ED5974

Credit Points: 3.0

Subject Description:

This subject is part of the developmental curriculum for Professional Experience within the Master of Teaching and Learning (Primary) program. During the final graduate Professional Experience, graduate student teachers will have an opportunity to enact their agency as leaders through their Professional Practice, as demonstrated in the context of their classroom, school and the wider community, as appropriate. Graduate Student Teachers will complete a 25-day block practicum in a primary school and complete a range of activities to demonstrate their professional competence and assure the Graduate Student Teacher Australian Professional Standards. Graduate Student Teachers are required to plan, teach, assess, and evaluate a minimum four-week block of full-time equivalent teaching within the allocated 25 days.

Learning Outcomes:

- demonstrate advanced and integrated understanding of teacher professional knowledge, practice, and engagement in the context of their professional experience placement
- demonstrate the ability to design, implement and evaluate curriculum, assessment and differentiated learning opportunities, with a view to enhance learning outcomes for all students, including those from diverse cultural, linguistic, and socio-economic backgrounds and with specific learning needs
- model mastery of professional numeracy and literacy content and the application of strategies for teaching numeracy and literacy in a variety of curricular contexts
- enact high-level professional communication skills and the ability to work collaboratively, effectively, responsibly, safely, and ethically in their professional experience context with a critical understanding of regulatory requirements, ethical principles and, where appropriate, cultural frameworks
- use the Graduate Student Teacher Australian Professional Standards to critically reflect on their 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:

Required attendance at 2 compulsory half-day GTPA workshops. Complete 8 Integrated Coursework Days. Submit the full Attendance Completion Report before the commencement of the Final Placement. Complete the required consecutive 25 days of Professional Experience and submit a Satisfactory grading - Minimum of Graduate Level in all descriptors against the QPERF Report. Mandatory attendance at Professional Experience Workshops is an essential component of the Work Integrated Learning Program.

Course Progression Requisites:

Students must have successfully completed the LANTITE test to be eligible to undertake their final practicum in ED5974 Final Graduate Professional Experience.

Subject Site ED5974

The Site provides all materials, templates, exemplars and tasks to support your engagement and success during the 3 Phases of your Placement - **Pre-Placement**, **During** and **Post** Placement. The Subject Site opens in Orientation Week for the Study Period in which you are enrolled

Placement Goals and Structure for Final Year Placements

In the ED5974, Final Placement, the course focuses on teachers as leaders both in pedagogy and professional practice, especially through classroom decision-making and as school and community engagement. Creating positive and action competent students and classrooms is central to this phase. Developing an agentic and ethical decision-making disposition towards professional relationships, professional learning, and policy and community expectations are emphasised. The final placement focuses on assuring that the GST satisfies the course learning outcomes, ensuring their competence for registration with the Queensland College of Teachers

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 Final Year Professional Experience for the Master of Teaching and Learning.

PLACEMENTS

1

Integrated Learning Days

Final Year requires the completion of negotiated Integrated Course Days and the scheduled 5-week placement

2

Final ED5974

INTEGRATED DAYS



Throughout the 10-week study period of the course work weeks align SP1 subject learning with classroom practice.
Complete the suggested Integrated Course Days suggested Activities

CONTEXTUALISATION

Build "Professional Knowledge" of the school and classroom context.



Establish contextualisation to inform practice in the Final Placement block

ED5974

Graduate student 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.

Program Overview

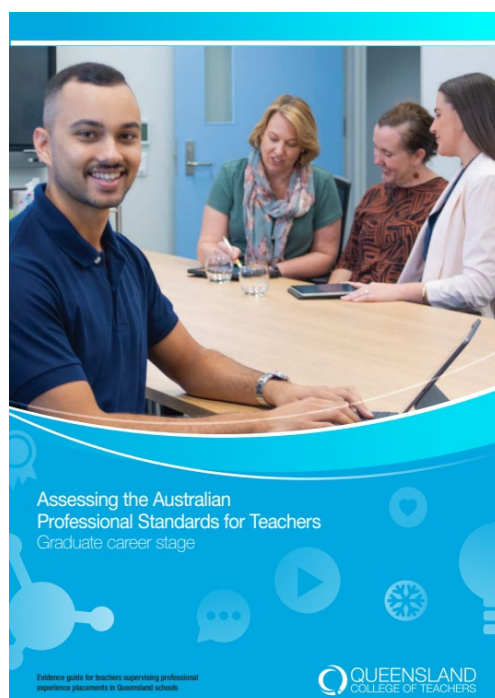
Year 1		Year 2	
Study Period 1	Study Period 2	Study Period 1	Study Period 2
ED5950 Learning for Diverse Learners in Primary School Contexts 15-day placement	ED5960 Teaching for Learning in Diverse Primary School Contexts 20-day placement	ED5970 Teachers as Leaders for Learning and Change	ED5980 Teachers as Researchers for Learning and Change
ED5916 Mathematics Numeracy for Primary Teachers	ED5961 English Education for Primary Teachers	ED5973 Science and Sustainability Education for Primary Teachers	ED5981 Culturally and Linguistically Diverse Classrooms and Communities
ED5952 Aboriginal and Torres Strait Islander Education in Primary School Settings	ED5962 Mathematics Education for Primary Teachers	ED5971 Humanities and Social Science Education for Primary Teachers	ED5953 The Arts for Primary Teachers
ED5915 Language and Literacy Education for Primary Teachers	ED5963 Digital and Design Technologies for Primary Teachers	ED5972 Health and Physical Education for Primary Teachers	
		ED5974 Final Graduate Professional Experience QPERF Assessment	



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 GRR: Gradual Release of Responsibility GTMJ: Guide to Making Judgement GST: Graduate Student 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			
<ul style="list-style-type: none">• 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		<ul style="list-style-type: none">• 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	

🔗 [Evidence Guide](#) for Teachers Supervising Professional Experience Placements



Important Placement Notice

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

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

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

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



Placement Dates and Requirement Breakdown

Final Graduate Professional Experience: ED5974 (25-day consecutive block) Term 2 Week 2 28th April – 30th May Graduate Student Teacher must negotiate and attend 1-day Placement for Labour Day Public Holiday in the week before beginning Placement.	
Reporting	
When	Returned within 5 days of placement completion
What	FINAL QPERF: GST must demonstrate a minimum of 'Graduate' against EACH descriptor to be eligible to pass the placement GST completes the annotated Professional Experience QPERF Portfolio requirement SBTE uses the Portfolio along with observation of practice and professional dialogue to inform and support their judgement of GST, demonstrating they are at the Graduate Level JCU Academic Liaison uses the Portfolio to moderate the GST's development
Who	QPERF Portfolio sighted and signed by SBTE Form completed by SBTE (moderated with Specialist teacher for GST's specialisation if required) submitted by SC to placements@jcu.edu.au
Full-Time Load is equivalent to the load allocated to a beginning Graduate Student Teacher in your context including non-contact.	
<ul style="list-style-type: none"> Before placement: Complete the required 8 (eight) remaining Integrated Coursework Days with an emphasis on classroom contextualisation and SP1 curriculum coursework subjects – Negotiated with GST and SBTE Week 1: SBTE as <i>Lead Teacher</i> provides <i>Gradual Release of Responsibility</i> to GST during the <i>co-planning</i> and <i>co/team-teaching</i> of all English and Mathematics lessons - plus specialisation subject – (<i>HPE, Science, HASS</i> may require negotiation to timetable for grade level) Weeks 2 - 5: GST is <i>Lead Teacher</i> to independently <i>plan</i> and <i>teach</i> 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), GST spends a day a week each week with that teacher <i>co-planning</i> and <i>co/team-teaching</i> to see the breadth of the curriculum within that specialisation. For their requirement to independently plan and teach that curriculum specialisation – GST independently plans and teaches their assigned year level .	
Please refer to the Professional Experience Handbook for the Detailed Weekly Planning, Teaching, Assessing & Reflecting Tasks to support GST's development of Graduate Level	
<ul style="list-style-type: none"> Weeks 6 – 7: University Time - Uninterrupted time for GST to complete the Graduate Teacher Performance Assessment (GTPA) - University Assessment Due (13th June 2025) Optional attendance to Online Professional Orientation Week: Wednesday 18th June – Thursday 19th June 	
– Meeting with our industry partners and QCT members to help you transition into the Profession	
Additional Requirement	
Completion of remaining 8 Integrated Coursework Days – Submission of Attendance Record 23 rd April All days are required to be completed before the commencement of the Final Placement	
8 days must be completed before Final Placement to be eligible to commence Final Placement As a record of the service undertaken and to meet JCU's Learning, Teaching and Assessment Policy , the SBTE is requested to sign the Record of Attendance and Completion for the Integrated Coursework Days, supporting JCU's commitment to academic integrity. GST must submit the Form to Student Placement Team no later than 23rd April .	

Roles and Responsibilities

Mandatory Introduction

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

Expectations

- **GST** & **SBTE** conversation concerning expectations, QPERF Report & QPERF Portfolio and plan for placement
- **SBTE** shares relevant school curricular documents -unit overview, Summative assessment task, ISMG and student data
- **GST**, if required, follows the Intervention Process to request support while on placement
- **SBTE** notifies **SC** of early notification of 'At Risk' and **SC** notifies **JCU**
- **JCU** provides support to **GST** and **SBTE** upon notification of **GST** 'At Risk'

Engagement In Professional Learning

- **SBTE** models, supervises, monitors, assesses, mentors, gradually releases responsibility to **GST**
- **GST** takes responsibility for their own learning - adopting and responding to feedback and engaging in professional discussions
- **GST** monitors student learning, contributes to school community
- **GST** reflects on and collects evidence of their impact on student learning
- **SC** monitors **GST** learning, provides support to **GST** and **SBTE**; contacts **JCU** if **GST** is underperforming

Assessment and Reporting

- **SBTE** provides evidence-based feedback to **GST**
- **SBTE** use portfolio to support evaluation of **GST's** performance
- **GST** develops portfolio to support their demonstration and understanding of all APST's to meet Graduate Level
- Discuss assessment with **JCU** Academic Liaison
- **GST** submits signed Integrated Coursework Days Form to Student Placements Team
- Completion of Professional Experience QPERF Report
- **SC** submits signed Professional Experience Reports placements@jcu.edu.au - **cc Graduate Student Teacher**
- Report is due within 5 days of placement completion for subject progression

Placement Checklist

A Quick Hyperlinked "Go to Guide"

Year before Placement	Preservice Teacher	Site Coordinator	Site-Based Teacher Educator
	<p>Ensure your Blue Card is current (will not expire before or during placement)</p> <p>Attach your Blue Card and JCU Student ID card to a (preferably) JCU lanyard, ready for you to wear on placement at all times</p> <p>Meet all Professional Experience Placement Requirements to be eligible for placement</p> <p>Complete LANTITE</p>	<p>Direct your colleagues to the provided JCU Professional Experience Resource Portfolio - Induction Guide, Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources</p> <p>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</p> <p>Please see School Partnership Support Timetable in the JCU Professional Experience Resource Portfolio for all joining links or p.15</p>	<p>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</p> <p>Please see School Partnership Support Timetable in the 2025 JCU Professional Experience Resource Portfolio for all joining links or p.15</p> <p>Access the JCU Professional Experience Resource Portfolio, which includes</p> <ul style="list-style-type: none"> • Placement Handbooks • Induction Document • Digital Placement Reports • Professional Experience Partnership General Handbook
	<p>Contact the SC. Agree on a time to meet, in person or via Zoom/Teams, to discuss your upcoming placement</p> <p>Attend school mandatory induction – as per the JCU Induction document</p> <p>Enquire about the school's Workplace Health and Safety Policy and Risk Management Policy</p> <p>Discuss times to complete the 8 remaining Integrated Coursework Days BEFORE placement commences</p> <p>Review the following documents</p> <p style="text-align: center;">QCT</p> <ul style="list-style-type: none"> • Code of Ethics • Professional Boundaries • Guide of Evidence <p style="text-align: center;">JCU</p> <ul style="list-style-type: none"> • Student Code of Conduct <p>JCU Induction Guide. Have full knowledge of</p> <ol style="list-style-type: none"> Professional Experience Handbook Placement Learning Goals Detailed Weekly Learning Tasks QPERF Portfolio Requirements <ol style="list-style-type: none"> Assessment and Reporting Requirements 	<p>Meet with GST</p> <p>Induct GST to Workplace Health and Safety school policies and procedures</p> <p>Orient GST to the school ethos, professional conduct expectations, pedagogical framework, behaviour management policies and school procedures</p> <p>Confirm GST's specialisation subject</p> <p>Record GST's emergency contact details and sight their Blue Card</p>	<p>Meet with GST</p> <p>Key Documents for SBTE to access</p> <p>QCT Evidence Guide for Graduate Standard</p> <p>Website link to QCT support resources for SBTE</p>

Complete 8 Integrated Coursework Days and submit Form

Attend mandatory 2 x ½ day GTPA workshops

Attend mandatory Professional Experience Workshops

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 ED5974 Subject Sites for supporting documents/templates, learning content and guides to assist Prior, During, and After the Placement

Final placement – **Review** GTPA assessment tasks linked to practice and plan to collect artefacts, as required

Finalise with GST their specialisation timetable (if required outside of the assigned year level)

Advise GST 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 GSTs are required to complete the [GTPA](#) after their Final Phase of Placement [p.26](#)

Access Key Elements of the Integrated Learning Program Partnership General Handbook to support the success of the placement for both the SBTE & GST

- Placement Requirements
- At-Risk Procedure
- Pay claims

Provide your GST

- timetable
- student information/data to support GST understanding of student 'readiness' and planning preparation
- relevant curricular resources for the placement

View Key Elements (infographics) of the Professional Experience Placement Handbook

- Placement Goals and Structure [p.5](#)
- Roles and Responsibilities [p.10](#)
- Assessment [p.21](#)
- Individual Placement Goals and Overviews [p.34](#)
- Placement Report [p.46](#)

Clarify your expectations with GST:

- 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

During Placement	<p>Utilise the weekly JCU Drop-In sessions for support</p> <p>Discuss with SBTE the required artefacts for assessment</p> <p>Follow the detailed weekly placement tasks</p> <p>Engage in professional dialogue</p> <p>Engage in reflective practice</p> <p>Develop and continually engage in professional dialogue using the Professional Experience Portfolio artefacts to demonstrate APST's</p> <p>Fill out all GST's requirements of final QPERF report p.47 and Section 8 Moderation p.54 HEI Academic Liaison's name and date of visit</p> <p>Collate a summary of learner progress to discuss with SBTE for a handover</p>	<p>Initiate early the At-Risk procedure if GST is at risk of not meeting requirements p.18 & p.19</p> <p>Form is located in the JCU Resource Portfolio</p>	<p>Engage in professional dialogue regarding portfolio to support your assessment of GST demonstrating evidence of APST's</p> <p>Initiate early the At-Risk Procedure if GST is at risk of not meeting requirements so support action can be implemented</p> <p>Complete Final QPERF Report to support the recruitment and selection of graduate teachers by schooling sectors</p> <p>Sign the Professional Experience Report submit it to SC to submit to JCU</p>
After placement	<p>Ensure all resources and teaching materials are returned</p> <p>Display professional courtesy and good manners by extending your thanks towards all staff and the school community</p> <p>Retain a copy of your signed Professional Experience QPERF Report</p> <p>Two weeks to complete and submit GTPA to JCU</p>	<p>Check all elements of Reports are completed</p> <p>Sign the Professional Experience QPERF Report/s after completion of placement and submit to placements@jcu.edu.au</p> <p>Carbon Copy GST so they may retain a copy of the Digital Report</p> <p>Direct and support your colleagues to the JCU Professional Experience Resource website (pay claims)</p>	<p>Submit your pay claims by the end of the placement dates</p>

Placement Support

JCU Resource Portfolio

James Cook University recognises the need for all our placement partners, including SBTEs who accept the role of supervising a GST, to have easy, fast and independent access to all resources and information required to support their preparation 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 recognises and acknowledges the importance of providing ongoing support to SCs and SBTEs before a placement. JCU supports and facilitates an effective partnership to enhance the quality and success of the placement by offering online sessions to create regular communication between all stakeholders.


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

Site-Based Teacher Educators and Site Coordinators Optional Drop-In Sessions

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

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

The Professional Experience Coordinator offers SCs and/or SBTEs a Drop-In for the following times.

Hosting a Final Year MTL Graduate Student Teacher
<i>During placement</i> Date: Tuesday 6 th May (Week 2) 3.30 pm – 4.00 pm Drop-In 3 

Graduate Student Teachers Optional Sessions

The purpose is to provide support for:

- the well-being of GSTs during the rigor of placement
- the clarification of placement learning and assessment tasks

Final Phase Placement ED5974
Each Tuesday From (22 nd April) To (27 th May) 4-5 pm Hosted in your LearnJCU Subject Site ED5974 Study Period 1

Academic Liaison & Moderation

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

For the final placements, the GST is supported by a JCU Academic Liaison who will:

- Support GST through the final phase of Professional Experience (Professional Experience ED5974)
- Establish contact with the GST and SC early in the Final Professional Experience ED5974
- Organise in advance to meet with Supervising Teacher(s) and GST to **discuss and moderate** the GST's progress towards meeting Graduate Level
- Support the GST with a site visit for Townsville and Cairns partnership schools
- Support the GSTs completing placement at partnership schools out of town via Zoom/Microsoft Teams or JCU Collaborate
- Observe GST teaching, offer feedback and moderate with the SBTE the evidence of GST demonstrating the APST assessed on the Queensland Professional Experience Reporting Framework
- View and discuss GST'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



Graduate Student Teacher Request for Intervention

The "Intervention Notification" is designed for **GST use only** to trigger a response from the Student Placements Team to the GST submitting the notification. Form is in the LearnJCU Subject Site and ED5974 Subject Site



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

SBTE Request for an At-Risk Notification Report - Early Intervention



Purpose of At-Risk Notification Report

The "At-Risk Notification Report" is designed for use by SBTE's and SC's only.

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

- Where the SBTE and SC believe the GST could, with additional effort and attention, work to demonstrate competence in all criteria required in the Professional Experience
- Where the GST is failing to respond effectively to feedback provided by the SBTE and SC
- Where the SBTE and SC believe that intervention from JCU would assist the GST

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

On receipt of the At-Risk Notification Report

- Student Placements Team contact the Professional Experience Academic Coordinator
- Contact is made with the SC to discuss the concerns
- Based on conversations, an arrangement is made for either the PEAC or Academic Liaison to visit to support the GST and the Supervising Teacher
- In collaboration, the JCU Team, school and GST 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

At the first signs of concern commence the At-Risk process to inform JCU, as early notification provides time for intervention before the completion of placement

Assessment Details

Guidelines for Assessment

ASSESSMENT MODERATION



Placement is an opportunity for GST to learn within and through practice. They demonstrate development by contributing to the progression of student learning and their professional reflections on their contributions to the classroom and the wider school community.

ED5974

Assessed using one report - QPERF - Graduate Level in all Descriptors

Based on a moderated judgement 'Achievement' level

GST organises a time to discuss practice

JCU Academic Liaison Visit

CONSIDERATION

Observation of daily practices and interactions

Professional Experience QPERF Portfolio

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

SUBMISSION

All parties sign the QPEPF Report

GST maintains a signed copy

Site Coordinators send QPERF Report to Student Placement Team

Assessing Final Year Professional Experience

To support the SBTE in making a decision regarding a GST's competency, we encourage the use of the [QCT Evidence Guide](#) as a source of **examples** of evidence the GST can display to demonstrate an Achievement Level for Graduate Level.

In making this formal evaluation, SBTEs will take into consideration the following:

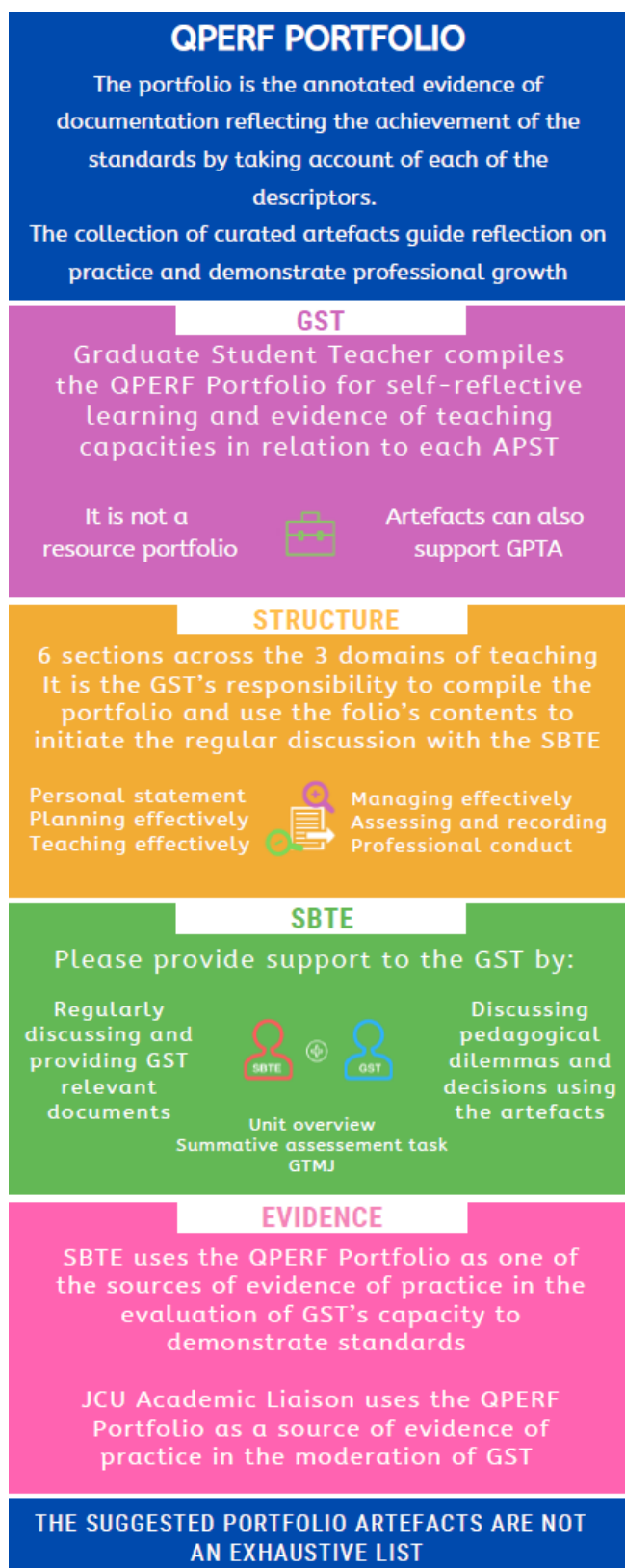
Site-Based Teacher Educators	Graduate Student Teacher
Making the formal evaluation taking the following into consideration	Regularly discuss practice and self-appraisal to ensure ongoing development
<ul style="list-style-type: none"> • QCT Evidence Guide for Supervising Teachers ('Engagement' or 'Achievement'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

The GST 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.

Exceeding Graduate Level (E):	<p>Consistent evidence of knowledge, practice and engagement that <u>exceeds</u> the APST descriptors at the Graduate Career stage</p> <p>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.</p>
Graduate Level (G) (minimum in Final Phase)	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 of awareness that meet the descriptors at the APST Graduate Career stage

QPERF Portfolio Assessment Requirement

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



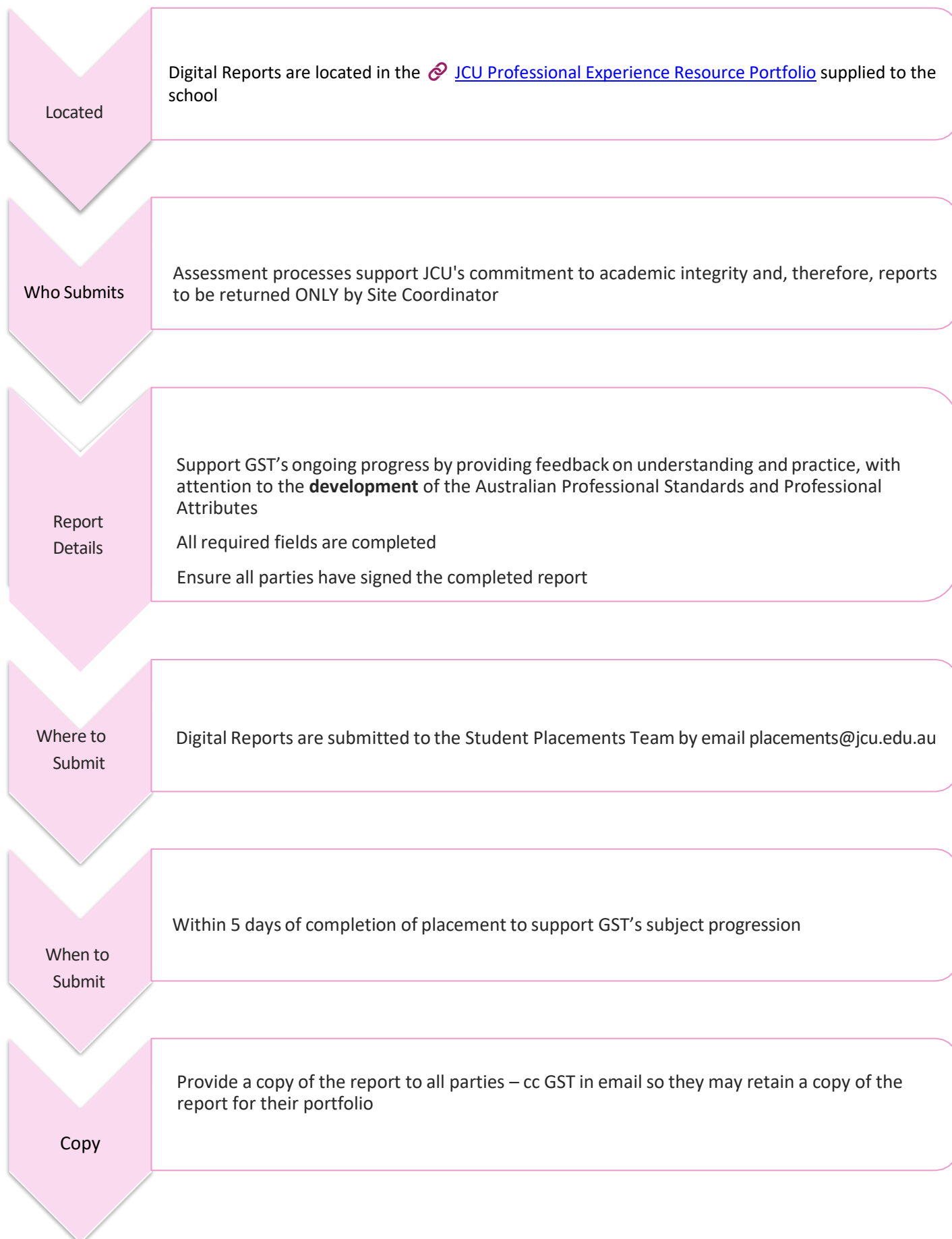
The portfolio is a working document. The specific annotated artefacts should demonstrate a range of evidence of the relevant Standard descriptors showing the impact of teaching on students' learning. The folio is representative of the GST's progress and achievements in meeting Graduate Level. The SBTE 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 GST.

Portfolio Annotation Cover Sheet Template

This Cover Sheet is in the Subject Site

Insert Evidence Piece: (Evidence <i>For</i> Impact or Evidence <i>Of</i> Impact)		
Insert Supportive Evidence Artefact/s:		
Standard Focus		
Domain Professional Knowledge	Standard Know students and how they learn Know the content and how to teach it	Descriptor
Domain Professional Practice	Standard Plan for and implement effective teaching and learning Create and maintain a supportive and safe learning environment Assess, provide feedback and report student learning	Descriptor
Domain Professional Engagement	Standard Engage professionally with colleagues, parents/carers and the community	Descriptor
Annotation to support this artefact and demonstrate the Professional Standard		
Teaching Context: (reason for inclusion)		
Level of contribution: (what you did)		
Impact on students/colleagues: (result of your action)		
Appraisal: (reflect upon your action & result)		

Quick Process Guide to Submit Reports



Graduate Student Teacher Performance Assessment (GTPA)

The Graduate Student Teacher Performance Assessment (GTPA) is a culminating assessment of the GST's competence in classroom practice, assessed against the Graduate Student Teacher Standards as they complete their final Professional Experience placement. Through their written (5000 word) GTPA submission, the GST 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 GST'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.

GST's 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 GST 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 Student 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 GST.

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 GST'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 GST 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 (GTMG)
- provide opportunities for GST to plan, teach and assess over a sustained lesson sequence specific to the GTPA focused specialised learning area
- advise on the design of the summative task and accompanying criteria
- feedback on GST's planning, teaching, assessing and reflective cycle
- participate in moderation of the summative task*
- GSTs are required to design the summative task and accompanying marking criteria

*The summative assessment task is intended to be a culminating assessment of the GST'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 toward the student's final grades. However, if the timing of the placement prevents the Summative task being administered by the GST, then a formative task that 'sums up' the teaching and learning experiences enacted by the GST 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.

The focus of the study is on GST's practice and not on the SBTE or the school.

Further Information


Please refer to the GTPA [website](#)



Final Integrated Coursework Days

Commence @ the
Beginning of the School Year to ensure days are
completed BEFORE 18th April

Integrated Coursework Suggested Activities

<p>ED5974 Final Graduate Professional Experience</p> <p>To support contextualisation for Final Placement</p> <p>ED5970 Teachers as Leaders for Learning and Change</p> <p>To support coursework learning & assessment</p>	<p>Suggested focus points to engage in professional dialogue to build contextualisation of school and class to prepare for Final Placement</p> <ul style="list-style-type: none"> • Discuss professional expectations with SBTE and discuss Professional Experience Goals • Discuss your Placement Reflective Analysis based upon previous Placements and Reports with SBTE – an open discussion about where you see your strengths and areas of support • Begin developing class and student profiles to know students and how they learn • Collect data (e.g., assessment results, work samples of focus students) • Importance of inclusive class routines and procedures to cater for learner diversity • Become familiar with school-level policies for classroom management (for example,  PBL, Tier 1 Strategies: Universal supports for effective classroom management) • Observe strategies (Tier 1) that help create and maintain a supportive and safe environment conducive to engaging all learners • Reflect on the appropriateness of classroom and behaviour management strategies that were used to maintain a safe, supportive and inclusive classroom • 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 • Ways to identify the gaps in learner 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 differentiated teaching practices). Think about students working at different levels/achievement standards and subjects • Identify any potential strategies to specifically differentiate according to functional impact (disability) of learning needs • Co-reflect on differentiated requirements <ul style="list-style-type: none"> ○ content ○ cognitive processes for students to learn ○ product ○ environmental conditions according to student's readiness, interest, and learner profiles • Identify formative and summative assessment instruments of Mathematics and numeracy and English language and literacy learning that are valid and fit for purpose • What are effective strategies to track/monitor the learning progression of all students? • How do they develop formative assessment to align with summative assessment – what is the cognitive performance required to meet the year-level standard? • 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 		
<p>ED5973 Science and Sustainability Education for Primary Teachers</p> <p>To support coursework learning & assessment</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Activities</p> <ul style="list-style-type: none"> • Observe the planning resources already in place for the teaching of science • Observe any science/STEM resources available at the school and make note of any materials/equipment/resources that you have not interacted with before <p>Discussions</p> <ul style="list-style-type: none"> • Discuss the pedagogical strategies used to teach science in this classroom. Is the 5Es approach used? • Discuss the ways in which the literacy and numeracy demands of the science curriculum are scaffolded for the learners, and how their readiness to engage with the science curriculum is initially gauged • Consider the safety implications for planning inquiry-based science lessons in this classroom. How does this school manage risk assessment procedures? Is there a reporting format or portal that the teachers must use to record risk assessments? </td><td style="width: 50%; vertical-align: top;"> <p>Collect and annotate examples of:</p> <ul style="list-style-type: none"> • Scaffolds for literacy in science • Scaffolds for numeracy in science • Strategies used by the SBTE to enact inquiry-based lessons using the 5Es approach </td></tr> </table>	<p>Activities</p> <ul style="list-style-type: none"> • Observe the planning resources already in place for the teaching of science • Observe any science/STEM resources available at the school and make note of any materials/equipment/resources that you have not interacted with before <p>Discussions</p> <ul style="list-style-type: none"> • Discuss the pedagogical strategies used to teach science in this classroom. Is the 5Es approach used? • Discuss the ways in which the literacy and numeracy demands of the science curriculum are scaffolded for the learners, and how their readiness to engage with the science curriculum is initially gauged • Consider the safety implications for planning inquiry-based science lessons in this classroom. How does this school manage risk assessment procedures? Is there a reporting format or portal that the teachers must use to record risk assessments? 	<p>Collect and annotate examples of:</p> <ul style="list-style-type: none"> • Scaffolds for literacy in science • Scaffolds for numeracy in science • Strategies used by the SBTE to enact inquiry-based lessons using the 5Es approach
<p>Activities</p> <ul style="list-style-type: none"> • Observe the planning resources already in place for the teaching of science • Observe any science/STEM resources available at the school and make note of any materials/equipment/resources that you have not interacted with before <p>Discussions</p> <ul style="list-style-type: none"> • Discuss the pedagogical strategies used to teach science in this classroom. Is the 5Es approach used? • Discuss the ways in which the literacy and numeracy demands of the science curriculum are scaffolded for the learners, and how their readiness to engage with the science curriculum is initially gauged • Consider the safety implications for planning inquiry-based science lessons in this classroom. How does this school manage risk assessment procedures? Is there a reporting format or portal that the teachers must use to record risk assessments? 	<p>Collect and annotate examples of:</p> <ul style="list-style-type: none"> • Scaffolds for literacy in science • Scaffolds for numeracy in science • Strategies used by the SBTE to enact inquiry-based lessons using the 5Es approach 		

<p>ED5971 Humanities and Social Science Education for Primary Teachers</p> <p>To support coursework learning & assessment</p>	<p>Activities Critically analyse a HASS lesson plan or the enactment of a lesson, using the following questions as guides for that analytic work:</p> <ul style="list-style-type: none"> • What was the purpose of the HASS lesson? The purpose here is more than just a recitation of the learning objective and more a consideration of the enduring takeaway about the students' world • Did the lesson align with the rationale and aims of the HASS curriculum: https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/humanities-and-social-sciences/? • Observe for possible moments or discussions for active citizenship (it may be outside a HASS lesson and within the day-to-day classroom life) • In what ways are students asked to consider various perspectives (e.g. racial, cultural, gendered), either within a HASS lesson or across other subjects or day-to-day classroom life? • Identify the ways children are purposely encouraged to critically explore whose voices are represented in the learning <p>Discussions</p> <ul style="list-style-type: none"> • What do they consider to be some of the complexities of the evidence that students need to provide of what they know and can do for the specific year level? • What general capabilities are key connections for the teaching of HASS and why do they personally see those connections to be important? 	<p>Collect and analyse Examples of resources or sources (e.g., sites) that depict various perspectives or voices to support the learning of being an active and informed citizen</p>
<p>ED5972 Health and Physical Education for Primary Teachers</p> <p>To support coursework learning & assessment</p>	<p>Activities</p> <ul style="list-style-type: none"> • Observe the types of movement experiences being offered to learners in the school? Note which are being outsourced • Observe the planning resources (including texts) accessed by teachers to design HPE lessons. Note what equipment (i.e., balls) teachers have access to for their lessons • Observe what grouping techniques the teacher uses to make teams or divide students into smaller groups • Observe attention-seeking methods used by teachers in outdoor settings • Observe how the playground structure at school is used. What movement opportunities the playground structure on the school grounds offer students? <p>Discussion</p> <ul style="list-style-type: none"> • Discuss the time allocations daily/weekly to providing PE lessons by way of comparison to Health lessons. Is this meeting the minimum guidelines? • Discuss the pedagogical strategies used to teach HPE. Is direct instruction, game sense/play practice, cooperative learning and/or task (circuit style) approaches used? • Discuss if you feel the school, you are at is promoting a physically literate learning environment or movement culture. What about efforts to promote health literacy? • Consider the safety implications for engaging learners in varying movement-related experiences - What about taking teams to sporting events at other places? What about when running athletic events or sports carnivals? • How does this school manage risk assessment procedures? Is there a reporting format or portal that the teachers must use to record risk assessments? 	<p>Assessment aimed to evaluate learners' movement proficiency (Fundamental Movement Skills and/or Specialised Movement Skills)</p> <p>Application of the TREE model to cater for mover diversity</p> <p>How ICT is being used to support learner engagement in HPE or for evaluative purposes. Note the technology being used</p>

Integrated Coursework Attendance & Completion Report

Days to be completed **BEFORE Friday 18th April**

Form to be Submitted to JCU by GST **no later than Wednesday, 23rd April**

Name		Student Id:	
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Day	Date	School	Class	SBTE Name	SBTE Signature
1					
2					
3					
4					
5					
6					
7					
8					

Minimum 8 days to complete BEFORE Placement Commences

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

GST is to submit the Form to [Student Placement Team](#) BEFORE THE COMMENCEMENT OF PLACEMENT

7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Individual Placement Details

Placement Overview

PROFESSIONAL EXPERIENCE OVERVIEW

WEEK ONE

Expectations dialogue
(including GTPA requirements)

Collection of baseline
data and evidence

Collect unit overview
summative assessment
task GTMJ

Co-plan and co-teach
GRR to GST to take
Lead Teacher Role

WEEKS TWO - FIVE



Independently enact an iterative plan,
teach, assess, cycle GTPA practice 2 - 5

Enacting evidence informed practice
considerations for week 2 - 5

Prepare 4-week
plan that aligns
curriculum,
pedagogy &
assessment GTPA
practice 1

Be collecting
QPERF folio
and GTPA
artefacts


Implement summative assessment
Assess and provide feedback to students
Discuss judgements
Moderation
GTPA practice 3

JCU Academic
Liaison visits

Co-reflect on teaching
GTPA practice 4

FINAL WEEK = SBTE AND GST
PORTFOLIO REVIEW AND QPERF REPORT COMPLETION

Professional Learning Weekly Tasks in Detail



Prior to Placement	Complete the Integrated Coursework Days to integrate the learning of SP1 curriculum subjects SP1 & build contextualisation for placement Engage in professional expectations dialogue with SBTE Discuss your Placement Reflective Analysis – using previous placement reports and feedback Discuss the alignment of whole school curriculum plans, yearly overviews and unit planning SPECIALISATION if outside the classroom SBTE’s responsibility - GST spends a day a week each week with specialist 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 – GST independently plans and teaches their assigned year level . Full-Time Load is equivalent to the load allocated to a beginning Graduate Teacher in your context including non-contact. Full-Time Load is equivalent to the load allocated to a beginning Graduate Student Teacher in your context including non-contact.			
Suggested Focus Points using the QPEFR Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE during Week 1 <ul style="list-style-type: none">• 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				
Week 1 Planning Using Data (Aligns with GTPA Practice 1)	Plan	Teach		Reflect and Appraise Next Steps for Learning
	Curriculum Requirements and Student Readiness	Differentiated Delivery Instruction	Assessment of Learning Progress	
	Provide relevant teaching documentation - Unit overview, summative assessment task, ISMG and available data on student learning to support GST in designing the learning sequence and lesson plans for week 1	SBTE, as <i>Lead Teacher</i> , uses the decided  Team-Teaching Model to co-teach with PST all English and Mathematics lessons plus Specialisation Subject (<i>HPE, Science</i> , may require negotiation to timetable for grade level)	Collect a range of diagnostic and baseline data Analyse and interpret the data with the student and teaching context in mind to establish <ul style="list-style-type: none">• current level of performance• desired levels of performance• readiness for learning	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 <ul style="list-style-type: none">• content• cognitive processes for students to learn• product• environmental conditions
	Discuss literacy and numeracy demands of the planned unit and strategies to scaffold literacy and numeracy capabilities as relevant	Become familiar with school-level policies for classroom management (for example, PBL , Tier 1 Strategies: Universal supports for effective classroom management)	Discuss effective strategies to record & monitor the learning progression of all students	Discuss with SBTE instructional strategies that should be evidenced for upcoming plans (Tomlinson)
	Discussion to gain mutual understanding of co-planning and co-teaching models	Observe strategies (Tier 1) that help create and maintain a supportive and safe environment conducive to engaging all learners		GST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals
	Discuss with SBTE the <ul style="list-style-type: none">• required collection of artefacts for QPERF• assessment requirements and GTPA• chosen focus students			

	<p>Discuss with SBTE chosen focus students. Ethically and confidentially (<i>The Education (General Provisions) Act 2006 (Qld) - Section 426: Confidentiality</i>) begin collecting and analysing data from Class and Learner Profiles – 3 focus students using the current achievement of 'below' 'at' 'above' year level benchmark (Years 3-6) or achievement 5-point scale 'BA' 'WW' 'AP' (Years Prep-2)</p> <p>SBTE as <i>Lead Teacher</i> provides Gradual Release of Responsibility to GST during the co-planning of all English and Mathematics lessons plus – Specialisation Subject</p>	<p>As the week progresses, provide a Gradual Release of Responsibility for GST to take the <i>Lead Teacher Role</i></p>	<p>Use results and other supportive data to inform planning decisions and learning goals for the following weeks of placement (<i>Backward Design Wiggins & McTighe</i>)</p>	<p>Use the week's analysis to inform planning decisions for the following weeks of Placement</p> <p>Design an environmental classroom management and well-being plan, with strategies to include prevention (Tier 1 Universal supports) and intervention (Tier 2 targeted level interventions) and if required intensive Tier 3 support if required</p> <p>Design a 4-week learning and teaching sequence reflecting learner needs and alignment with Curriculum content, pedagogy and assessment</p>
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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, inclusive and culturally responsive classroom environment culture

	Plan	Teach		Reflect and Appraise Next Steps for Learning
	Curriculum Requirements and Student Readiness	Differentiated Delivery Instruction	Assessment of Learning Progress	
Week 2 Teaching & Learning Practice Aligns with GTPA Practice 2	<p>Independently plans a full load across all curriculum areas within the classroom responsibility of the SBTE– including specialisation for assigned year level (required for GTPA)</p> <p>Utilise Week 1 analysis to inform practice</p> <p>Use official Curriculum and other relevant documents to plan connected and logical teaching and learning sequences</p> <p>Select a</p> <ul style="list-style-type: none"> • range teaching strategies • range of appropriate resources, including ICT & culturally responsive • communication strategies to engage learners <p>Plan for student's prior learning and diversity in the selection of teaching strategies</p> <p>Note: Only for students with a specialisation subject Take into consideration that planning and timetabling for your specialisation subjects (<i>HPE, Science, HASS, Technology</i>) may require you to negotiate time with another supervising teacher for you to fulfil your GTPA requirements</p>	<p>Independently teaches a full load across all curriculum areas – including specialisation (required for GTPA) by:</p> <ul style="list-style-type: none"> • connecting to and building on students' prior learning • delivering lessons that are differentiated across the full range of abilities and your three focus students • Using strategies and activities that engage all learners with teaching area content • Implement strategies for using ICT to expand curriculum learning opportunities for students • Using nonverbal forms of communication, such as teacher presence, pausing and active supervision to support student engagement • Implementing routines, clear expectations, and protocols • Pacing the lesson <p>Continue to utilise a variety of  Team-Teaching Models appropriate for the lessons to support all learners in the class if agreed upon with SBTE</p>	<p>Use a variety of informal and formal assessment activities to monitor student learning during each lesson to meet the learning intention and across the week in alignment with the formative and summative assessment</p> <p>Provide feedback  to your learners to support their learning progression – Task, Process, Self- Regulation, Self-Level Feedback</p> <p>Record and monitor students' progress</p> <p>Make judgements of the quality of student work with reference to curriculum and achievement standards</p> <p>Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students</p>	<p>Reflect on gaps between intended and enacted practice</p> <p>Reflect upon the range of teaching strategies chosen to support student engagement and learning and the reasons for selecting those strategies</p> <p>Document the evidence supporting the learning progression</p> <p>Incorporate Reflective Practice and annotated lesson plan notes into next step of planning for Week 3</p> <p>GST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals</p> <p>Engage in professional dialogue including means of including strategies to support school policies, including student safety, welfare, risk management, duty of care, child protection</p>

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		Reflect and Appraise Next Steps for Learning
	Curriculum Requirements and Student Readiness	Differentiated Delivery Instruction	Assessment of Learning Progress	
Week 3 Teaching & Learning Assessing Feedback & Professional Judgement Aligns with GTPA Practice Components 2 & 3	<p>Independently plan a full load across all curriculum areas – including specialisation (required for GTPA</p> <p>Document adjustments to planning based on ongoing data gathering and analysis</p> <p>Evidence in your planning - general capabilities, including literacy and numeracy</p> <p>Build appropriate time for cognitive processing, checking learner understanding & progress, reinforcement & feedback and application of learning within the planning</p> <p>Ensure Lesson plans demonstrate the alignment (line of sight) of curriculum intentions and QCAA year level standard elaborations between what is taught and what is assessed – the cognitive performance is aligned</p>	<p>Independently teach a full load across all curriculum areas – including specialisation (required for GTPA</p> <p>Develop language and strategies that support inclusive participation</p> <p>Support students' learning using a range of effective SBTE-modelled responsive strategies for engaging students</p> <p>Continue to utilise a variety of Team-Teaching Models appropriate for the lessons to support all learners in the class if agreed upon with SBTE</p>	<p>Plan and implement a Formative assessment (which aligns with the Summative task) to gauge learning progress to date</p> <p>Make judgments of student learning</p> <p>Provide feedback to your learners to support their learning progression – Task, Process, Self-Regulation, Self-Level Feedback</p> <p>Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students</p>	<p>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</p> <p>Annotate your intended plan to reflect your enacted plan</p> <p>Reflect on gaps between intended and enacted practice</p> <p>Incorporate Reflective Practice and annotated lesson plan notes into next step planning for Week 4</p> <p>Reflect upon whether the intended and enacted plan – the (pedagogical decisions made prior/during lessons) resulted in learning for all the students</p> <p>PST initiate a mid-point reflective progress discussion with SBT</p> <p>Utilise the Formative Feedback Guide p.43 to discuss how PST is demonstrating evidence of developing towards meeting Graduate Level with ALL QPERF APSTs</p> <p>Utilise the QPERF Portfolio to engage in discussion as supportive evidence of assessed Professional Standards</p>

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		Reflect and Appraise Next Steps for Learning
	Curriculum Requirements and Student Readiness	Differentiated Delivery Instruction	Assessment of Learning Progress	
	<p>Independently plans a full load across all curriculum areas – including specialisation (required for GTPA)</p> <p>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</p>	<p>Independently teaches a full load across all curriculum areas – including specialisation (required for GTPA)</p> <p>Support student engagement through appropriate vocabulary to develop conceptual understanding & questioning techniques</p>	<p>Provide feedback to your learners to support their learning progression towards the Summative assessment</p> <p>Support student learning and metacognitive development</p> <p>Provide the opportunity for students to reflect and comment on their own work (Assessment as Learning)</p>	<p>Assess the impact of your pedagogical decisions drawing on evidence from the whole class and your three focus students</p> <p>Examine and engage in professional dialogue with SBTE how your teaching decisions were effective or not effective in progressing student learning and why</p> <p>Discuss next step learner progression towards Summative demonstration of learning while maintaining curriculum alignment</p> <p>GST to write reflections/reflective practice on their practice in relation to Curriculum, pedagogical decisions and progress toward learner goals</p> <p>Check your GTPA Audit tool</p>


Week 4

Teaching & Learning

Aligns with GTPA Practice 2

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		Reflect and Appraise Next Steps for Learning
	Curriculum Requirements and Student Readiness	Differentiated Delivery Instruction	Assessment of Learning Progress	
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) Continue to utilise a variety of  Team-Teaching Models appropriate for the lessons to support all learners in the class if agreed upon with SBTE	Implement planned summative assessment Assess and provide feedback to students work samples to support their learning progression with a cognitive commentary Implement planned summative assessment Assess and provide feedback to students 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	GST to mark students' work samples. Grade student work applying relevant standards and criteria informing your judgement Discuss judgement with SBTE and 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 Graduate Student Teacher during Week 5

	GST	SBTE	GST & SBTE
Week 5	<p>GST to ensure they acquired all evidence required to complete GTPA - Check your GTPA Audit tool</p> <p>GST to ensure all evidence is de-identified</p> <p>Discuss with SBTE their written rationale – QPERF Portfolio Personal Statement</p> <p>Complete Reflection – QPERF Portfolio before the final day of Professional Experience to discuss with SBTE</p> <p>Ensure sections of the QPERF Report that are required to be completed by GST are finalised</p> <ul style="list-style-type: none"> • Final Professional Experience Recommendations p.47 • The name of the assigned Academic Liaison and the date of their visit/moderation meeting has been recorded p. 54 	<p>SBTE will sight the GST's Professional Experience QPERF Portfolio to inform their assessment of the GST's performance and sign off p.45 on the Portfolio requirement</p> <p>Evaluate GST's professional learning and demonstrated evidence against QPERF Report (minimum of 'Graduate' in EACH standard descriptor)</p> <p>Final evaluation: Evaluate GST's professional learning against QPERF (minimum of Graduate standard)</p> <p>QCT Evidence Guide (refer to Achievement standard)</p> <p>Completion of the QPERF Report</p>	<p>Handover discussion of Summary of Learner progress</p> <p>Co-reflect on the achieved placement goals with GST leading the reflection</p> <p>Co-reflect the appraisal of the impact on student learning and professional identity with GST leading the reflection</p> <p>Co-reflect on the Professional Experience using the Portfolio with GST leading the reflection</p> <p>Co-reflect on the achieved placement Goals with GST leading the reflection</p> <p>Co-reflect the appraisal of the impact on students' learning and professional identity with GST leading the reflection</p> <p>Co-reflect on the Professional Experience using the Portfolio with GST leading the reflection</p> <p>Discuss the completed QPERF and sign</p>

Final Graduate Professional Experience 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, Melenzyer, Nettles and Wyman 2004: 3-4)

Below are **examples of artefacts for the Engagement Level** that could be annotated and included in the Portfolio to demonstrate the assessed Professional Standards. It is a working document to be used **continually** throughout the placement, guiding **reflective practice discussions** between the SBTE and GST. The specific annotated artefacts the GST chooses should be **evidence** of the GST **demonstrating the relevant Australian Professional Standards for Teachers** (APST) descriptors. The artefacts should prompt dialogue supporting GST's understanding, knowledge, and development of the APST for this development phase.

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

GST will **present and discuss** their portfolio with their Academic Liaison.

One artefact may serve the purpose of demonstrating several Standards.

Artefact examples to be annotated for inclusion to Support Demonstration of the Professional Standards Graduate Level	
Personal Statement	A written rationale supported by scholarly resources for continued professional learning and the implications for improved student learning (150 – 200 words) Annotated Placement Reflective Analysis APST 6.3
Professional Knowledge	<p>Planning using data and evidence – collecting data to gauge learner needs and readiness for learning</p> <ul style="list-style-type: none"> 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 ICT teaching resources and learning activities e.g., project-based learning, web-based research, Web 2.0 tools APST 2.6 <p>Dependent on context:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 SBTEs' feedback APST 4.3 Document school's well-being initiatives – policy or programs and how they are enacted APST 4.4 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 Conduct	Demonstrating professional conduct <ul style="list-style-type: none"> 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
Professional Engagement	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 Sheet

Not to be Submitted

D: Developing Adequately N: Needs Attention			
Domains	Teaching Segment	D	N
Knowledge	Knows students' names		
	Shows an interest in knowing every child		
	Shows an understanding and impact on/for learning - relevant to student needs		
	Uses resources that cater for different learning styles and needs of students		
	Recognises the need and attempts to plan for the diversity within the classroom, including students with a disability and Aboriginal and Torres Strait Islander students		
	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 students		
	Considers literacy and numeracy requirements		
	Provides adjustments/differentiation for content / cognitive processes for students to learn / product / environmental factors		
	Demonstrates understanding of the content /concepts		
	Explains lesson content clearly and accurately		
	Delivers an appropriately paced lesson		
	Gathers students' feedback to inform next step of learning		
	Achieves lesson intent		
	Sets achievable challenges for students		
	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		
Practice	Provides learning experiences that engage students in learning		
	Communicates clearly and accurately using <ul style="list-style-type: none"> 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 students		
	Provides sufficient time for students to respond		
	Responds to students 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		
	Attempts to reengage students in learning using a variety of strategies		
	Uses a range of strategies to refocus and engage students in learning		
	Monitors student behaviour: reinforces positive behaviour		
	Responds firmly and calmly towards challenging behaviour		
	Delivers appropriately paced lessons		
	Achieves lesson intent		
	Checks for student understanding at appropriate moments		
	Provides timely and specific feedback to support 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 students		
	Demonstrates care for the well-being of students		
Suggestions			

Final Graduate Professional Experience QPERF Report

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

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

JCU Graduate Student Teacher:		JCU Student ID:	
JCU Partnership School:			
SBTE/s: - including specialisation SBTE			
Primary	Year Levels:	Specialisation:	

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

All Requirements must be ticked to pass the Placement	
	GST completed the QPERF Portfolio
	Minimum of 'G' (Graduate level) in ALL descriptors against the QPERF Report
	Completed the required number of consecutive Professional Experience days (ED5974 -25 days)
	Attend 1-day Placement for Labour Day Public Holiday in the week prior to beginning Placement.
	All sections and fields of the QPERF Report are completed
If supervised by more than one 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 Graduate Student 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 Graduate Student 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 Graduate Student Teacher & confirmed by SBTE

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: www.schoolsdirectory. eq.edu.au	<input type="checkbox"/> Metropolitan <input type="checkbox"/> Provincial <input type="checkbox"/> Rural <input type="checkbox"/> Remote <input type="checkbox"/> Low socio-economic community <input type="checkbox"/> Indigenous community <input type="checkbox"/> Other (Please indicate):		
Learning phase	<input type="checkbox"/> Early childhood Primary Junior secondary Senior secondary		
Curriculum Specialisation Teaching Area 1 & 2			
Class size Number of students in professional experience class	Class 1	Class 2	Class 3
Classroom context If you have students in your assigned classes	<input type="checkbox"/> Students with a disability <input type="checkbox"/> Indigenous students <input type="checkbox"/> Culturally and linguistically diverse students		
Disability	ADHD, Autism (ASD) – neurodevelopmental disorders, Hearing impairment, Intellectual disability (limitations in intellectual and functioning and adaptive behaviour, Learning disability or difficulty (dyslexia, dyspraxia, dysgraphia, dyscalculia), Physical impairment, Social emotional and mental health needs, Speech and Language impairment (speech disorders, language delay, language disorders, Vision impairment		

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 reflection

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.	APT 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise content into an effective learning and teaching sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context (if you have 1 or more students diagnosed with a disability within the class context as per page 48. this Standard is assessable)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	APST 1.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include a range of teaching strategies.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context (if you have 1 or more students identifying as Aboriginal and Torres Strait Islander within the class context as per page 48. this Standard is assessable)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context (if you have 1 or more students identifying as Aboriginal and Torres Strait Islander within the class context as per page 48. this Standard is assessable)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe a broad range of strategies for involving parents/carers in the educative process.	APST 3.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	All Sections and fields of the QPERF Report are completed by GST & SBTE Please cc GST in email so they may retain a copy of the Report for their Portfolio and future employment opportunities	Name	
		Signature	
Final Check of the Official QPERF Document before returning to JCU		Date	/ /
		Confirmed	
Higher education institution (HEI) representative's name	Trisha Telford	Digitally Signed by Professional Experience Academic Coordinator ONCE submitted to JCU	
Name of HEI representative who conducted school visits	Record the name of the assigned Academic Liaison and the date of their visit/moderation meeting		
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	/ /



JAMES COOK
UNIVERSITY
AUSTRALIA