Bachelor of Education
(Early Childhood Education)

3rd Phase Professional Experience Handbook
2025

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Section 1

Placement Information

A full overview of placement details and requirements

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

Placement Goals & Structure Level 3 Placements

PROFESSIONAL EXPERIENCE PLACEMENT GOALS

This infographic explains the overarching goals for the level 3 Professional Experience Work Integrated Learning Program

GOAL 1

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

GOAL 2

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

GOAL 3

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

GOAL 4

Synthesise and integrate advanced curriculum knowledge to plan for differentiated learning

STRUCTURE OF PROFESSIONAL EXPERIENCE

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

PLACEMENTS

ED3590
1
Birth - 2 year setting

ED3442
2
school - setting

ED3097
3
school - setting

ED3590

Apply play-based & intentional pedagogy within the curriculum decision-making cycle to enhance the learning and development of infants and toddlers

Apply a critical understanding of the National Quality Framework to support the continuous quality improvement in the sector

ED3442

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

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

ED3097

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

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

Further, develop abilities towards independent practice

ED3590 - 10 DAYS
ED3442- 5 DAYS / ED3097 - 15 DAYS

Program Overview

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

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

Blocks 1 - 6	
Level 1 Subjects	
Educational Psychology: Learners and Learning	Education Perspectives and Practice
Foundations of Language and Literacy in Education **(5-day placement in a 3-5 year old setting)**	Teaching Mathematics and Numeracy in Primary and Early Childhood Settings **(5-day placement in a school setting)**
Technologies for Early Childhood Education	Science and Sustainability in Education
Early Childhood Arts Education	Early Childhood Education and Care 1 **(10-day placement in a 3-5 year old setting)**
Level 2 Subjects	
Planning for Engaging Learning **(5-day placement in a school setting)**	Approaches to Oral Language and Reading Development in the Early Years **(10-day placement in a school setting)**
Aboriginal and Torres Strait Islander Education	Health and Physical Education for Early Childhood
Early Childhood Mathematics and Numeracy 1	Humanities and Social Sciences for Early Childhood
Science Education for Early Childhood	Play Pedagogies for Early Learners **(15-day placement in a 3-5 year old setting)**
Level 3 Subjects	
Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities **(5-day placement in a school setting)**	Reflective Teaching Cycles and Positive Learning Environments (ECE) **(15-day placement in a school setting)**
Early Childhood Education and Care 2 **(10-day placement in a birth-2-year-old setting)**	
Communicating and Producing Texts in Early Childhood Contexts	English as an Additional Language/Dialect for Indigenous Learners
Early Childhood Mathematics and Numeracy 2	Technologies Across the Curriculum
Level 4 Subjects	
Fourth Year Professional Experience A **(15-day placement in a school setting)**	Leading Wellbeing and Sustainability in Learning Communities
Teachers as Ethical and Collaborative Change Agents	Education Across Culturally Diverse Contexts
Fourth Year Professional Experience B **(25-day placement in a school setting)**	Learning and Teaching in Rural and Remote Contexts
	Service Learning for Sustainable Futures

Professional Experience Contacts

	Cairns	Townsville
Postal Address	Student Placements Team Nguma-bada Campus Building A4, Room 124a Cairns QLD 4870	Student Placements Team Bebegu Yumba Campus Building 4, Room 268 Townsville QLD 4811

Student Placement Team		
For all general correspondence related to Professional Experience	07 4781 6333	Student Placements Team

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

Handbook Abbreviations

SC: Site Coordinator
SBTE: Site-Based Teacher Educator
PST: Preservice Teacher
Portfolio: Placement Portfolio -Evidence of Demonstrating Practice
GTMJ: Guide to Making Judgement
GRR: Gradual Release of Responsibility

CASE: College of Arts, Society and Education

This Handbook provides internal and external hyperlinks

Glossary of Web Links

Version 9 The Australian Curriculum

Early Childhood Australia

The Australian Children's Education & Care Quality Authority (ACECQA)

Queensland kindergarten learning guideline

Age Appropriate Pedagogies

NCCD Supporting Students with disability

JCU Student Code of Conduct

Queensland College ofTeachers (QCT)

QCT Code of Ethics

Professional Boundaries: A Guide for Queensland Teachers

QCT-Evidence-Guide-for-Supervising-Teachers – Engagement Level

Important Placement Notice

Attendance must be for the entire school day and per the host site's timetable, including meetings and in-school extracurricular activities. Preservice Teachers (PST) must **notify the school immediately** if they cannot attend a day due to illness or extenuating circumstances in line with the Special Consideration – Missed Placement. The day's planning is required to be forwarded to the Site-Based Teacher Educator (SBTE). The **missed day/s (up to 3 days)** is/are to be completed the following week to ensure the placement requirement of attending days consecutively.

For a missed placement of **3 days or more days,** the PST must submit a **Missed Placement Application Form** 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 must not compromise the integrity of assessment requirements and processes, including the course's Inherent Requirements*
- does not **overlap** with coursework timetabled lectures, workshops and subject assessments
- the **consecutive** day requirement is still met
- the host site has the **capacity** to continue with the placement

If the criteria of the Missed Placement application **cannot** be met, this may result in delayed progression.

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

Placement in the Early Childhood Centre

Preservice Teachers are to participate in the Educational Planned program and practice (Quality Area 1) for 3-5-year-olds, with intentional teaching (1.2.1) through the assessment and planning cycle (1.3.1). PST to shadow the SBTE for a minimum of 5 hours of contact time per day and a maximum of 6 hours of contact time, including planning and reflection time with your Site-Based Teacher Educator. Contact time does not include lunch or tea breaks but does include when children are sleeping. (Quality Area 2 - 2.1.1)

Placement Dates & Requirement Breakdown

ED3442 – Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities
Term 2: 2nd June – 6th June (5-day consecutive block) School Setting

- **Before Placement Commencement Date:** Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- **Observational** placement focusing on the field of inclusive education. PST explores how a range of education environments support students with special needs
- Emphasis is placed on observing how the assigned class plans for and responds to the diverse learning needs within the class
- Targeted observation & participation in a **designated class** (with a student/s with specific learning needs) and to be immersed in the school's inclusion practices
- PST observes and develops a Student Case Study with a child with a specific learning need

Primary Specialisation subjects – English/Literacy, Mathematics/Numeracy, Health & Physical Education, Science

Reporting	
When	- Within 5 days of Placement completion to support student subject progression
What	- Non-assessed professional Experience Formative Report to prepare PST for the next phase of Placement - PST must complete Professional Experience Portfolio requirements, including Case Study and Reflective Practice Journal
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team

ED3097 – Reflective Teaching Cycles and Positive Learning Environments
Term 3: 11th August – 29th August (15-day consecutive block)
May return to ED3442 Term 1 School if it was a mainstream school

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

- **Week 1-3:** Targeted observation & collection of artefacts required for assessment items
- **Week 1:** Co-plan and Team Teaching Model of choice to co-teach a minimum of **5** lessons
- SBTE provide a Gradual Release of Responsibility for PST to take over the *Lead Teacher role* for more **independent** planning & choice of Team Teaching Model
- **Week 2 & 3: Independently** plan and Team Teaching Model of choice to teach a **full load** across **all** curriculum areas

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

ED3590 – Early Childhood Education and Care 2
Term: 4: 10th November – 12th December (10-day staggered) Birth – 2 ECE Setting
Days are negotiated between PST and SBTE, avoiding clashes with coursework lectures and suitability to SBTE's program schedule

- **Before Placement Commencement Date:** Induction – Arrange with the Early Childhood Centre the most appropriate time and mode of delivery for a Centre Induction
- **2 days** per week for 5 weeks to align with weekly coursework (Negotiate 2 days for each week)
- Engage for a minimum of 5 hours of Educational program and practice **contact time** per day (Quality Area 1)

Additional preparation time and reflection time – maximum 6 hours per day

Reporting	
When	- Within 5 days of Placement completion to support student subject progression
What	- Professional Experience Attendance Record indicating completion of 10 Days - Professional Experience Statement of Completion Report indicating completion of Task Requirements
Who	- Report completed by SBTE, signed by SBTE, SC and PST - Returned ONLY by SC to Student Placements Team

Roles and Responsibilities

Mandatory Induction

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

Expectations

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

Engagement

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

Assessment & Reporting

- SBTE provides evidence-based feedback to PST
- SBTE uses Portfolio to support evaluation of PST's performance
- One Professional Experience Placement Report per Placement block

Professional Experience Formative Report ED3442

Statement of Completion & Attendance Record ED3590

Professional Experience Report ED3097: Minimum of Developing in EACH descriptor at Engagement Level

- SC submits signed Professional Experience Reports & Records to Student Placement Team - cc Preservice Teacher
- Report is due within 5 days of Placement completion for course progression

Placement Checklist

A Quick "Go To Guide"

	Pre-Service Teacher	Site Coordinator	Site-Based Teacher Educator
Pre-Placement Check	Meet all Professional Experience Placement Requirements to be eligible for Placement, includingattendance at Professional Experience Workshops Ensure your Blue Card is current Access the **LearnJCU EDU_PROFEX Community Site 3rd Phase** 🐈 **Folder** for supporting documents and templates	Direct your colleagues to the provided JCU Professional Experience Resource Portfolio - Handbooks, Professional Experience Calendar, Digital Reports and Supporting Resources JCU offers 'Optional 30 min online support' to schools/centres who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements See **School Partnership Support Timetable** in the JCU Professional Experience Resource Portfolio for all joining links	JCU offers 'Optional 30 min online support' to schools/centres who wish to gain a better understanding/ clarification and to ask questions regarding placement requirements before placement See **School Partnership Support Timetable** in the JCU Professional Experience Resource Portfolio for all joining links Ensure you have received and have access to the following: JCU Professional Experience Resource Portfolio, which includes • Placement Handbooks • Induction Document • Digital Reports • Professional Experience Partnership General Handbook
	Contact the Site Coordinator - Ensure you have included a Professional email signature Agree to meet to discuss your upcoming Placement	Record PST's emergency contact details and sight their Blue Card	Meet with Preservice Teacher View PST's learning development and previous placement experience within the Program Overview
	Enquire about the School's Workplace Health and Safety Policy and Risk Management Policy Become familiar with school policies You may be required to be proactive and ask your Site Coordinator or Supervising Teacher about these policies You may be required to "sign off" on your understanding of the policies	Advise the SBTE how you might support them in the assessment and reporting Become familiar with the Key Elementsof the Integrated Learning Program Partnership *General* Handbook • Placement Requirements • At-Risk Procedure • Pay claims Induct PST to Workplace Health and Safety school policies and procedures Orient PST to the school ethos, professional conduct expectations, pedagogical framework, behaviour management policies and school procedures Advise PST how they should contact you for support Advise PST when you might check- in on them	Become familiar with the Key Elements **(infographics)** of the Professional Experience Placement Handbook • Level 3 Placement Goals & Structure p.4 • Roles & Responsibilities p.9 • Assessment p.19 • Placement Details • ED3442 pp.25-32 • ED3097 pp.34-47 • ED3590 pp.49 -54

Pre-Placement Check

Review the following documents **QCT** Code of Ethics Professional Boundaries Guide of Evidence **JCU** Student Code of Conduct **ACECQA** National Quality Standards ACE Code of Ethics Have **full** knowledge of • Professional Experience -Student General Handbook • Induction Document • Professional Experience Handbook • Placement Learning Goals • Detailed Weekly Learning Tasks • Portfolio Requirements • Assessment & Reporting Requirements		Utilise Support Documents • QCT Evidence Guide (for Engagement) • Support resources for SBTE:See QCT website Provide PST with the following • timetable • support to engage in the PST's specialisation subject • student information/data to support PST understanding of student 'readiness' and planning preparation • relevant curricular resources for the Placement • relevant management procedures and routines
Prearrange your Portfolio structure – include the 5 sections of the Professional Experience Report Review Subject Outlines with assessment items linked to Professional Experience and plan to collect artefacts, as required		Clarify your expectations with your PST: • Reporting time, punctuality,duties, planning deadlines, mobile phones • Observation: how and when could they do so • Participation: how they support student learning Access to resources: what could they explore

During Placement Check

Discuss with SBTE the required artefacts for assessment Ensure you have the Cover Sheet Declaration for data collected about learners signed (ED3097) – LearnJCU Community Site – 3rd Phase Folder Follow the detailed weekly placement tasks Engage in professional dialogue Develop a Professional Experience Portfolio Use Portfolio throughout the Placement to guide reflective practice discussions with SBTE	Initiate early the At-Risk Procedure if PST is at risk of not meeting requirements p.16 and p.17 **The form is located in the JCU Resource Portfolio**	Engage in professional dialogue regarding Portfolio artefacts to support your assessment of PST demonstrating evidence of APSTs Initiate early the At-Risk Procedure if PST is At-Risk of not meeting requirements in either designated class or specialisation area so support action can be implemented

Concluding Placement	Ensure all resources and teaching materials are returned, and professionalcourtesy and good manners are exhibited in your thanks towards all staff and the school community after your Placement Retain a copy of your signed Professional Experience Report	Sign the Professional Experience Report/ Record before submitting it to the JCU Student Placement Team **Please cc PST in the email so they may retain a copy of the Digital Report** Supporting the assessment processes and JCU's commitment to academic integrity, all reports are to be returned ONLY by SC Submit your Site Coordinator's pay claim	Sign the Professional Experience Report for each Placement and submit it to SC to submit to JCU Submit your pay claims by the end of the Placement dates

Section 2

Placement Support

Procedures to assist both PST and SBTE during placement

JCU Resource Portfolio

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

Drop-In Sessions

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

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

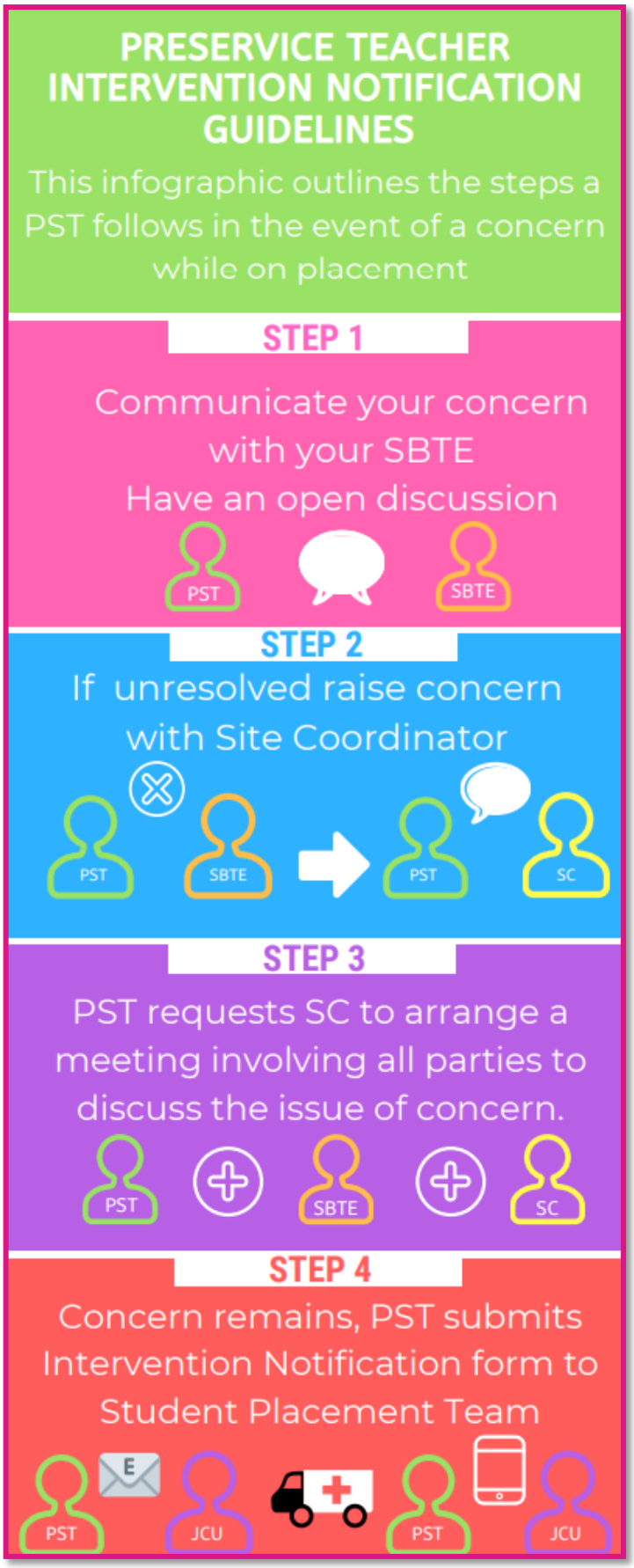
The purpose is to provide SCs and SBTEs an access platform to ask any questions they may have to gain the following:

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

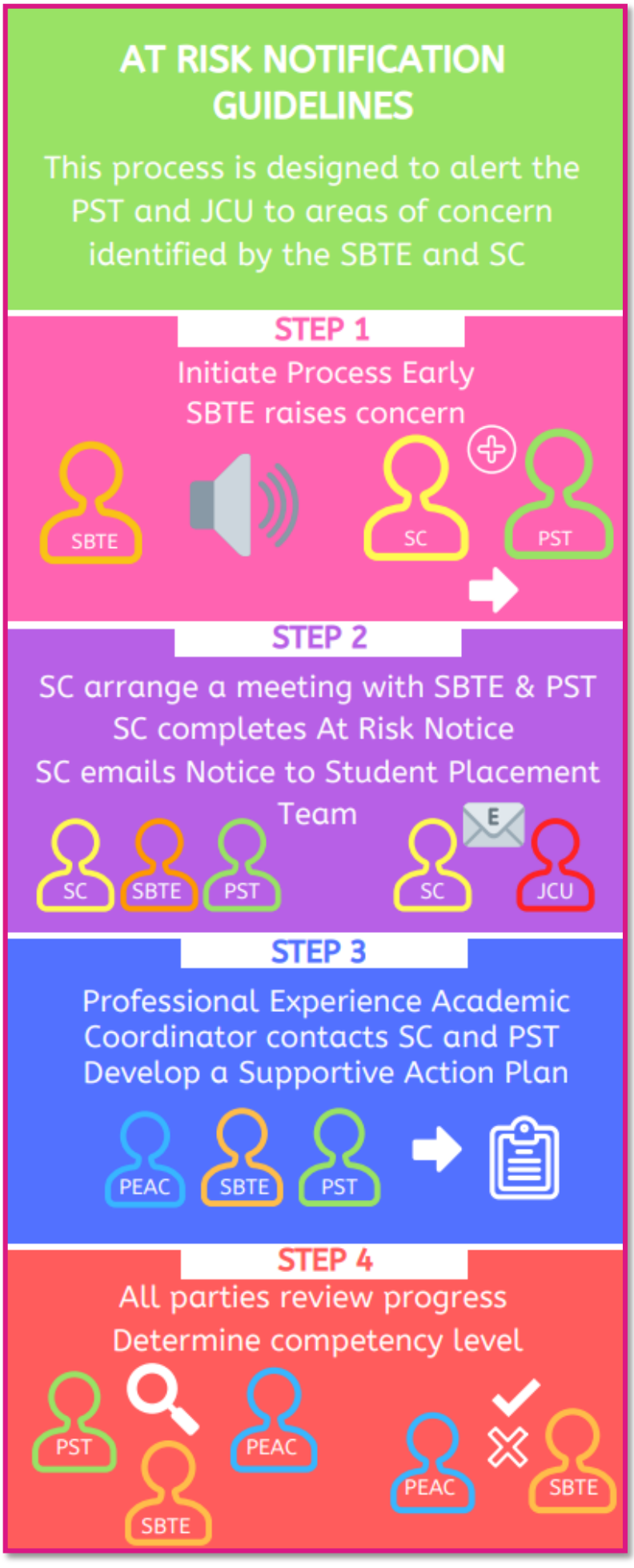
If confirmed as hosting a 3rd Year Preservice Teacher
For any Placement scheduled in Terms 1 and 2 **Please click on the Link 🔗 to access the JCU session.** Optional Support Drop-In prior commencement of the Placement Any Time between 3.30 pm – 4.30 pm Tuesday 1st April 🔗 Click on the link to join the Collaborate to meet the Professional Experience Coordinator to ask any Placement questions.
For any Placement scheduled in Terms 2 and 3 **Please click on the Link 🔗 to access the JCU session.** Optional Support Drop-In prior commencement of the Placement Any Time between 3.30 pm – 4.30 pm Tuesday 29th July 🔗 Click on the link to join the Collaborate to meet the Professional Experience Coordinator to ask any Placement questions.

Preservice Teacher Request for Intervention

The Intervention Notification is designed for the Preservice Teacher to use, triggering a response from the Student Placement Team. The submission of the form indicates possible intervention while on Placement. The PST submits the notification, which is located in the Professional Experience Community Site.



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


AT RISK NOTIFICATION GUIDELINES
This process is designed to alert the PST and JCU to areas of concern identified by the SBTE and SC
STEP 1
Initiate Process Early
SBTE raises concern
SBTE
SC
PST
STEP 2
SC arrange a meeting with SBTE & PST
SC completes At Risk Notice
SC emails Notice to Student Placement Team
SC
SBTE
PST
E
SC
JCU
STEP 3
Professional Experience Academic Coordinator contacts SC and PST
Develop a Supportive Action Plan
PEAC
SBTE
PST
STEP 4
All parties review progress
Determine competency level
PST
SBTE
PEAC
PEAC
SBTE

Purpose of The At-Risk Notification

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

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

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

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

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

At-Risk Form – JCU Professional Experience Resource Portfolio

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

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

Section 3

Assessment Details

An overview of all assessment requirements

ASSESSMENT MODERATION

Observation of daily engagement and professional attributes

Discussion of practice and professional learning

Discussion of Professional Experience Portfolio

REQUIREMENTS

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

Each placement is assessed using the specified Report

Submit Report to Student Placement Team

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

ED3590 - 10 DAYS

Assessed using Professional Experience Statement of Completion Report & Attendance Record

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

Discuss PST's practice and provide constructive feedback

ED3442 - 5 DAYS

Professional Experience Formative Report

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

Provide constructive feedback for PST to continue their development of APSTs

Discuss Report, including PST's Portfolio

ED3097 - 15 DAYS

Assessed using Professional Experience Report

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

Provide constructive feedback for PST to continue their development of APSTs

Discuss Professional Experience Report, including PST's Portfolio

Assessing 3rd Phase Professional Experience

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

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

Success Indicators	
Engagement Preservice teachers focus on using a range of data to inform and appraise their practice. By the end of third year, preservice teachers demonstrate the relevant Australian Professional Standards for Teachers at a **high** Engagement level (QCT Assessing APST Evidence Guide).	Achievement
Successful demonstration of engagement with a Graduate Standard – the Preservice Teacher: • with some advice and support, is able to link/ design/source … • is usually able to … • is aware of, understands • has some capacity … • is often prepared to … • initiates some …	Successful demonstration of achievement of a Graduate Standard – the Preservice Teacher: • is independently able to link/design/ source … • is consistently able to … • is fully aware of, applies … • actively seeks … • participates fully … • frequently initiates …

Assessment Ratings:

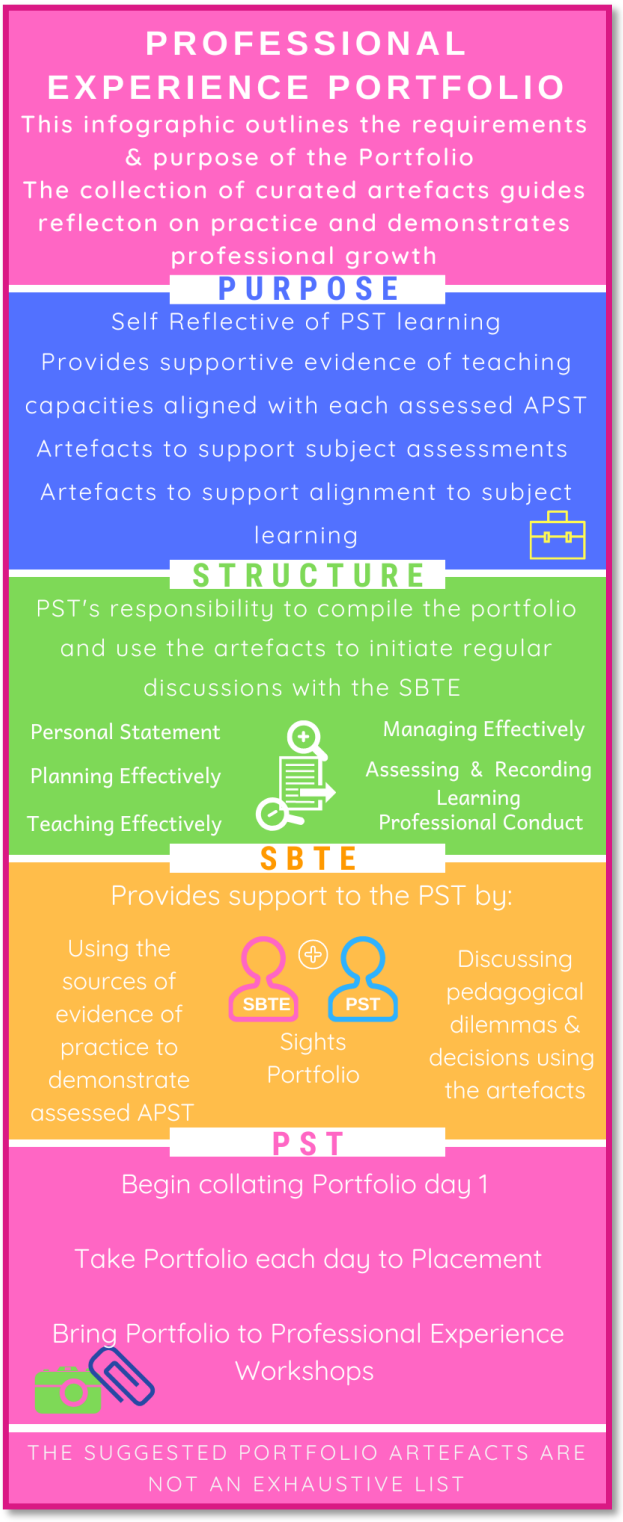
Well developed	**Consistent evidence** of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage
Developing adequately towards graduate level	**Awareness** of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice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

Before the last day of Placement, the Preservice Teacher should organise a time to discuss their final assessment and Professional Experience Report with their Site-Based Teacher Educator. This is an opportunity to provide final feedback to support the PST in planning their next Placement learning goals.

Placement Portfolio Requirement

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

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



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

Submission of Reports

Located

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

Who Submits

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

Report Details

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

Where to Submit

- Digital Report to be emailed to Student Placements Team

When to Submit

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

Copy

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

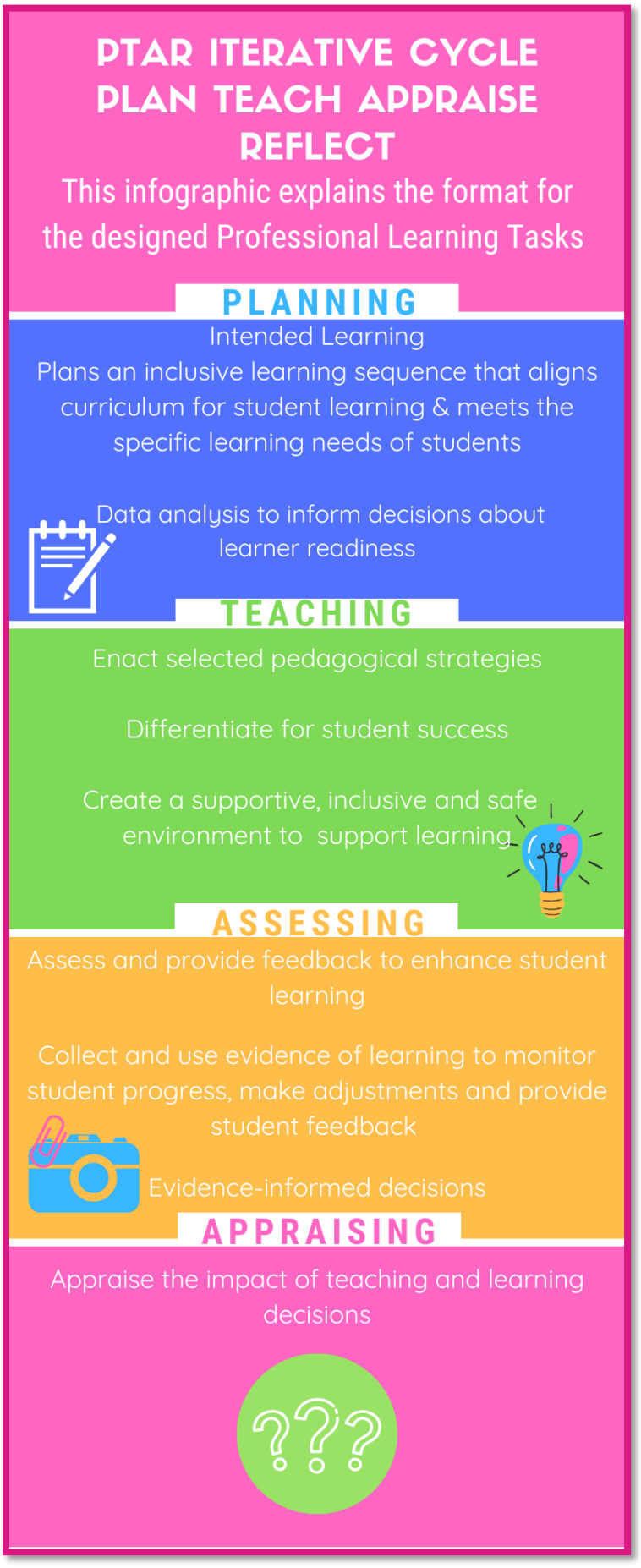
Section 4

Individual Placement Details

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

Level 3 Planning and Teaching Focus

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



1st Level 3 Placement
ED3442 Goals and Placement Overview

PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED3442

This infographic explains the overarching goals for the ED3442 Work Integrated Professional Experience program

GOAL 1

Support student learning with an inclusive approach both with language and practice

GOAL 2

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

GOAL 3

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

GOAL 4

Reflect on adjustments, student learning outcomes and possible modifications

PTAR

Expectations dialogue and Placement Goals

Discussions Promotion and contribution to the principles of Inclusion

Commence Case Study

Observation Inclusive Culture

DAY 1

Focus - Planning for Engagement

Record Observations Planning considerations and adjustments to support students

Case Study

DAY 2

Focus - Differentiated Teaching and Learning

Record Observations How the student's need impacts their engagement and the fit for purpose supports provided

Case Study

DAY 3

Focus - Differentiated Teaching and Learning

Record Observations Inclusive language and support for the social and emotional needs

Case Study

DAY 4

Focus - Assessing Learning Goals

Record Observations to how teachers monitor the impact of the adjustments

Discuss Reflective Journal

DAY 5

ED3442 OVERVIEW

ED3442 Learning Tasks in Detail

Day	This placement focuses on the field of inclusive education. Pre-service teachers will explore how a range of education environments support students with special needs. Emphasis is placed on observing how the host site plans for and responds to diverse learning needs in the classroom. By being immersed in the school's inclusion practices, they will gain a toolkit of knowledge and evidence-based practices to meet the specific learning needs of students across the full range of abilities, including those with disability.			
	What are the Planning Considerations	**Differentiation**	**Assessment of Growth (not just academic)**	**Reflection**
1 Inclusive Culture	Engage in a professional expectations dialogue with SBTE and discuss both ED3442 Placement Goals & your personal goals Commence a de-identified Case Study for 1 student with a disability (Case Study Template) Discuss the student/s who have special needs as defined by the *Disability Discrimination Act 1992* Discuss the learner diversity within the class and the functional impact on learning and planning for learning Discuss the planning (including the Inclusion Team's involvement) and adjustment considerations for your case study student Discuss the student's learning goals to observe how the strategies and adjustments employed by the teacher support the achievement of the learning goals Discuss behaviour management strategies and the difference between challenging behaviours and strategies to support inclusive student participation and engagement in classroom learning tasks for all students Recognise ways or opportunities in which the school/teacher/support staff/ classmates promote and contribute to the principles of inclusion (Inclusion Template)	Observe ways the teacher differentiates for students (Differentiation Template) Provide incidental support to student learning (individual and small groups) Take the initiative to know learners and contribute to their learning and engagement	Targeted observation of PBL **Tier 1 universal supports** and strategies for class routines and procedures that support a learning environment for all students, with particular attention regarding the focus student or students with a disability Observe & record strategies that support inclusive participation, engagement, well-being, and safety Include class/student behaviour plans (EAP), (IEPs), (ISP) (NEPs) to support an understanding of the application of UDL Assessment Item 2 Begin developing ethically & confidentially, 1 student (Case Study) with current performances representative of 'below' 'at' 'above' year level benchmark standard for Assessment Item 2	Reflect on your observation notes on how class routines and procedures promoted a supportive and safe learning environment, inclusive of all learners Co-reflect with SBTE or Inclusion Team members • school discipline and welfare policies • school behaviour management inclusion/inclusive education policies in relation to class routines/positive classroom behaviour management plans • discuss the principles underpinning the observed approaches Co-reflect with SBTE about your observations of inclusive participation, engagement, well-being and safety Commence Reflective Practice Journal
Each day, PST completes their Reflective Practice Journal & engages in professional dialogue with SBTE using suggested discussion points How chosen routines and procedures impact a supportive, inclusive, and safe learning environment. Discuss with SBTE your **Written Philosophy** of inclusive and adaptive teaching, meeting the challenge of diversity in the classroom**.**				

Day	What are the Planning Considerations	Differentiation	Assessment of Growth (not just academic)	Reflection
2 Planning for engagement	Discuss how SBTE implements the CASE planning model from the Australian Curriculum and QCAA - Content Abilities Standards Evaluation Discuss planning considerations and teaching strategy choices, particularly literacy & numeracy demands and student interests to support learners' *'readiness,'* needs and strengths Discuss planning adjustments that support the needs of the student with a disability Discuss planning and resourcing (financial and human) considerations, including ICT, that engage students in their learning, particularly students with a disability Begin recording/gathering a bank of diversity and inclusion resources to support students with a disability **If applicable, engage in conversation with other school professionals** – Inclusion Team or Specialist staff responsible for supporting classroom teachers to include and engage students with diverse learning needs (Discussion Template)	Model inclusive pedagogical teaching strategies appropriate for English/literacy and Maths/numeracy to support learners' needs and strengths Observe the inclusion supports and adjustments provided for the focus student throughout the lesson (Case Study Template) Observe the types of modifications that are made to the learning environment to support the success of the student/s with disability Support student learning (individual/small groups) with a focus onbeing inclusive and exploring inclusive language and practices	Continue ethically & confidentially gathering student learning plans - data on student learning and achievement data & evidence collected for NCCD and phases Discuss the varied staff's shared responsibilities to record differentiated teaching and adjustments for identified groups and individuals with diverse learning needs Assessment Task 2 (SBTE or Inclusion Team) Targeted observation of PBL **Tier 2** supports and strategies of focused interventions Continue ethically & confidentially collating the learner profile Seek information from appropriate personnel or specialists regarding the student's disability to understand better the disability /diversity/disorder impacts upon learning.	Co-reflect upon your observations of how the inclusive practices supported engagement and met the diverse learning needs of students, including those with a disability Discuss how the in-the-moment adjustments are recorded Reflect upon student engagement for diverse learning needs of students, including those with a disability Continue Reflective Practice Journal

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

Equity, inclusion, inclusive education strategies & practices and what school-based policies support inclusive education, including how parents/carers are involved in the educative process

School's approach for catering for students with diverse backgrounds and needs, in particular high potential, gifted and highly gifted students. Discuss how the school identifies and supports those students who may experience additional challenges in achieving their potential e.g., First Nations students, students from low socio-economic backgrounds, students from diverse cultural and linguistic backgrounds and students at risk

Day	What are the Planning Considerations	Differentiation	Assessment of Growth (not just academic)	Reflection
3 & 4 Differentiated teaching and learning	Complete the lesson/s observations (Lesson Observation Template) Assessment Task 2 Discuss how the Social and Emotional needs of the focus student are considered when planning for engagement How do the social and emotional needs of the focus student present themselves in behaviour? How does this need impact engagement? Assessment Task 1	Model differentiated teaching strategies based on student diversity PST observe how SBTE implements the strategies that are responsive to the focus student strengths and needs and support their engagement in learning (Lesson Observation Template) Model classroom management strategies to support all learners' needs and strengths, in particular students with disability Support student learning with a focus on being inclusive and exploring inclusive language and practices Observe how students who require additional support, extension or enrichment for learning are supported during the in-the-moment situations	Observe and record the strategies to assess for learning and how SBTE makes pedagogical adjustments to the intended plan Observe the types and timing of feedback provided to support learner progress Observe and record classroom management strategies to supportall learners' needs and strengths, particularly students with a disability Observe how SBTE assesses for learning during the observed lesson and provide student feedback (**particularly with students with a disability**) and advice on how to improve their progression towards meeting either summative or formative assessment Continue ethically & confidentially collating the learner profile, e.g., social and emotional well-being,	Co-reflect how the learning needs of the focus student were met Co-reflect upon your observations of the strategies used to assess learning and classroom management strategies to supportall learners' needs and strengths Reflect upon the observed teaching practice and student engagement to support diverse learner literacy and numeracy needs and strengths for students Co-reflect upon your observations of teaching practices and student engagement for the diverse learning needs of students, including those with a disability SBTE provide feedback on PST's teaching, including how they incorporated differentiation and inclusive strategies (e.g., academic, social/emotional wellbeing, ecological, behaviour management) Co-reflect how the focus student enabled access, engagement and success during the lesson Co-reflect upon the differentiation (including adjustments) that occurred in real-time, according to student need, and was not previously planned Complete Reflective Practice Journal 4 days of experience to discuss with SBTE day 5
Each day, PST completes their Reflective Practice Journal & engages in professional dialogue with SBTE using suggested discussion points Differentiation and inclusive strategies Reporting requirements, including NCCD and the significance of the profession. NCCD reporting requirements and the moderation processes with the school - including disability categories and what constitutes as evidence.				

Day	What are the Planning Considerations	Differentiation	Assessment of Growth (not just academic)	Reflection
5 Assessing Learning Goals Monitoring the Impact of the Adjustments	Discuss planning considerations to sequence learning experiences to align with the learning goals that provide achievable challenges for students of varying abilities Discuss the decision-making to formulate the learning goals for the focus student and the alignment with the specific social, social and learning needs of the student and the curriculum Discuss planning considerations for the assessment of learning and classroom management strategies to support learners' needs and strengths, particularly students with a disability Explicitly discuss planning decisions for differentiated assessment and how to make judgments, particularly with students with a disability and the adjustment is responsive to the specific need Discuss the development of learning and constructive formative feedback to prepare for the next phase of placement	Model the practice of teaching assessment andclassroom management strategies to support all learners' needs and strengths Model strategies to assess understanding for learning Explicitly model how to differentiate assessment and how to make judgments, particularly for students with a disability Support student learning with a focus on being inclusive and exploring inclusive language and practices	Observe and record the differentiated assessment provided for learners with a disability Observe and record the strategies to assess for learning and how SBTE makes pedagogical adjustments to the intended plan Record how learning is assessed and feedback provided to your focus student and advice on how to improve their work towards meeting either summative or formative assessment (according to their IEP) Assess for learning and provide student feedback and advice on how to improve their progression towards meeting either summative or formative assessment Finalise learner profile to support you in making decisions on how you would adjust and modify planning for your focus student Assessment Task 2	Co-reflect on your observation of teaching practices (what was **evidence of** learning and **evidence of how learning did not meet** the planned learning intentions) Co-reflect upon your observationsand how/why the SBTE made the judgements of learning Reflect on your teaching practice andstudent engagement, how you provided assessment for learning andclassroom management strategies tosupport diverse learner needs and strengths of students, including those with a disability SBTE provide feedback on teaching and inclusive approaches to teachingand learning for all students, particularly students with a disability Co-reflect upon achieved ED3442 Placement Goals and professional experience using the portfolio withSBTE Revisit your written philosophy in light of your new learnings from this Professional Experience Discuss Reflective Practice Journal & Case Study
Suggested focus points using the Placement Portfolio artefacts to engage in professional dialogue and reflective practice with SBTE Inclusive language and connotations concerning 'achievement standards' for students with a disability, e.g., standardised curriculum below at above terminology, A-E levels, Working towards/At/Above all/most/some learning intentions Assessment of/for/as learning and inclusive practices for assessment Assessment for learning and how to use teacherjudgments to inform next planning, including the Universal Design for Learning Framework				

ED3442 Professional Experience Portfolio

The Preservice Teacher will **discuss** with the Site-Based Teacher the required artefacts for assessment prior to or on the first day of the Professional Experience Phase.

Requirements	Suggested Artefacts for inclusion
Personal Statement	Written philosophy of inclusive and adaptive teaching, meeting the challenge of diversity in the classroom, including scholarly references (150 – 200 words) Discuss with SBTE your **Written Philosophy** of inclusive and adaptive teaching, meeting the challenge of diversity in theclassroom
Planning effectively	**Planning using data and evidence** • Class profile based on system data, previous assessment tasks, insights from SBTE and observations • 1 learner profile of a student with a disability (Case Study) Examples *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* • Lesson plan or discussion notes about where differentiation had been planned for your student • Consider reflections at the end of the lesson where differentiation (including adjustments)occurred in real-time, according to student need, and was not previously planned **APST 1.5** • Reflection notes on how the learning needs of your student (or others) with different disabilities could be met • Record of how SBTE, as well as learning support specialists, behavioural experts or counsellors, support the learning needs and strengths of students with a disability or students requiring Tier 2 support **APST 1.6**
Teaching effectively	**Teaching and Learning** • Observation of lesson with the inclusion supports and adjustments provided for the focus student throughout the lesson Assessment Task 2 • Observation examples of how SBTE/support person utilising student responses in an inclusive manner **APST 3.5**
Managing effectively	**Creating Positive Learning Environments** • Behavioural data – annotations on how it informed practice and support strategies for engagement **APST 4.3** • Annotated classroom routines and procedures to show support for inclusive engagement • Documentation of strategies to manage inclusive behaviours that support diversity integration in the classroom **APST 4.1** • Curated school discipline and welfare policies/ school behaviour management inclusion/inclusive education policies • De-identified class/student behaviour plans (EAP), (IEPs), (ISP) (NEPs) to support an understanding for the application of UDL Assessment Item 2
Assessing	**Assessing, feedback and checking for understanding** • Record strategies for checking for understanding

Professional Conduct	**Demonstrating professional conduct** • One of the following - discussion notes, attendance record of Induction, staff meeting attendance/notes specific to the requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection **APST 4.4** • Collect samples of reporting of student achievement to parents/carers and annotations to how they reflect the school's reporting procedures and policies for students with a disability • Collect samples of documenting parent/teacher collaboration in the educative process
Reflective Practice Journal	**The Reflective Practice Journal will be discussed upon your return to Coursework** • Discuss the school's approach to educational adjustment programs for the purpose of comparing different schools' unique approaches to offering educational adjustment programs (EAPs). There will be variations of approaches across all the placement settings, each with different strengths. On your **return to coursework**, your reflections will stimulate dialogue to discuss various case studies with a critical lens • Each day, add to your Reflective Journal about your observations and analysis and learned experiences • Focus on planning and teaching learners with diverse needs and strengths. Focus on **how** planning and teaching approaches were able to be differentiated to both engage learners and have an impact on student learning.

Ensure you have your Portfolio when attending Professional Experience Workshops

College of Arts, Society & Education

BACHELOR OF EDUCATION

ED3442 ECE Online

ED3442 Professional Experience Formative Report

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

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

Preservice Teacher:		**Student Id:**	
JCU Partnership Host Site:			
SBTE/s:			
Year Level		**Specialisation**	

Day	**Overview of Year Level and/or Curriculum Area Observed**
1	
2	
3	
4	
5	

Completed and discussed Portfolio artefacts ☐	Completed and discussed Reflective Practice Journal ☐
Completed and discussed Case Study ☐	Completed 5 consecutive days ☐

Based on the professional dialogue, PST engagement during the placement, their reflective journal and case study documentation, please provide constructive feedback to how the PST is developing with their knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

Site Based Teacher Name		**Site Coordinator Name**	
Signature		**Signature**	

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2nd Level 3 Placement
ED3097 Goals and Placement Overview

PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED3097

This infographic explains the overarching goals for the ED3097 Work Integrated Professional Experience program

GOAL 1

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

GOAL 2

Collect and effectively analyse data to inform planning for learning

GOAL 3

Continue to develop their pedagogical knowledge & agency with planning and teaching decisions.

GOAL 4

Develop knowledge of assessment processes such as moderation to ensure the consistent interpretation and application of standards and inform pedagogical decision-making

Engage in a professional expectations dialogue
Complete ACTIVITY A

Discuss required collection of artefacts

Part A
Part B

PRIOR PLACEMENT

Support student learning
Design Assessment Task

Independently teach minimum 5 lessons

Complete ACTIVITY B & C

WEEK 1

Full Load Teaching
Enacting PTAR cycle

Appraise the impact of pedagogical decisions

Commence ACTIVITY D

WEEK 2

Full Load Teaching
Enacting PTAR cycle

Complete ACTIVITY D

Assessment task
moderate judgements with SBTE

WEEK 3

Finalise Learner Profiles

Co-reflect on teaching & Portfolio

ED3097 OVERVIEW

Summary of Evidence Chart

A summary of the evidence **required** for ED3097 Assessment Items
Please ensure that you have **collected** the information/documents outlined below, as each item is **essential to completing the assessment items** for this subject.
All evidence must be collected from the same class/curriculum specialisation, e.g. Prep, English, or Year 2 Maths

When to collect	De- identified Evidence required	Purpose
DAY 1 You have been asked to collect these documents on **Day 1** of your placement You will collect this data when you complete **Activity C**	• Term 3 unit overview in your **area of specialisation (Early Childhood)** • **Collect** the accompanying summative assessment instrument and accompanying standards (e.g. GTMJ) • School and classroom level policies and procedures that direct classroom management in the Placement school context	• These documents anchor all of your planning,teaching and assessment decisions • You will need to include and/or analyse these documents in **Assessment Items 1, 2 & 3** • You will analyse these documents in Assessment **Item 1**
You will collect this data when you complete **Activity B** and **Activity C**	• Class size and gender composition • Semester 1 level of achievement for English, Math, Science & HASS for all students • Demonstrated achievement levels in literacy and numeracy • Inclusion/participation needs (e.g. whether or not student is working from an ICP and at which curriculum year level) • Behaviour (e.g., sociogram, OneSchool data, conversations with SBTE) • Observations of student engagement • Family background • Home access to computer and internet	• This data is critical as you will need to draw on it to complete **Assessment Items 1, 2 & 3** • In particular, **AT1**, **Part A** asks you to draw on **3 data sources** from this list • Each data source must be summarised for each student in your class, i.e. you need a whole classdata set for each source of information • **AT1 Part C** asks you to draw on data and school policy related to behaviour

You will collect this when you complete **Activity D**
 	
You will collect this evidence when you complete **Activity D**
	• One lesson plan demonstrating the PST's approach to differentiation to meet learner needs
	AND
	• **At LEAST * 3 de-identified** student work samples associated with/from this **LESSON** that respond to **formative** assessment (which aligns with the summative assessment task)
	• The three samples should be representative of current student performance from the following:-
	  ○ at standard
	  ○ below standard
	  ○ above standard
	*Note: While you need **At Least** 3 samples – a **wider collection of a sample range** supports you with the subject assessment items requiring an analysis
		• You will analyse this lesson plan in **Assessment Items 1**
		• You will include and analyse these work samples in
		• **Assessment Items 1,2 & 3**
		
		• Please note – we are seeking student responses to a formative task, **not** the Summative task

ED3097 Learning Tasks in Details

Prior	**Engage** in a professional expectations dialogue with SBTE and discuss ED3097 Placement Goals PST to complete **ACTIVITY A – PART A & B (Clarifying Expectations)** and **discuss** with SBTE PST to **discuss** with SBTE the collection of artefacts required for **subject assessment Items** SBTE to **provide**, review and **discuss** curricular resources necessary for PST to plan and assess for the 3 weeks, including the unit overview, summative assessment instrument and marking rubric SBTE **discuss** expectations for lesson plan format and provides a timeline and process for lesson plan completion and review			
Week	**What is the intended learning? (Plan)**	**How will you enact the lesson? (Teach)**	**How will you assess learning? (Assess)**	**Reflect**
1	**Curriculum focus:** PST to analyse the curriculum demands for the unit, ensuring they are aware of the alignment required between assessment tasks and the sequence of lessons **Learner focus:** Whilst adhering to ethical data collection, handling and storage protocols, **discuss**, **co-review** and **select** data and evidence from available sources to complete - **ACTIVITY B** - The purpose of Activity B is for PST to • Understand learning needs and readiness to inform the planning of lessons • Identify opportunities for differentiated practice across upcoming lesson sequence **Lesson Planning focus:** **Independently** plan a minimum of 5 lessons to be taught towards the end of this week – **including** ECE Specialisation of an English/literacy lesson **Classroom Management focus:** Complete **ACTIVITY C** • Document the classroom management plan used by your SBTE • Discuss the preventative and corrective actions that align with school-based policies and procedures and the current processes, strategies and routines established by the SBTE	Observe classroom management undertaken by SBTE and complete **Activity C.2 & C.3** Identify, discuss and observe the pedagogical framework of the school context (e.g. Gradual Release of Responsibility) Select and plan for a range of pedagogical strategies that allow you to teach the required curriculum to your students **Independently** teach a minimum of 5 lessons using the selected pedagogical framework	Design and implement a diagnostic assessment task aligned with the curriculum to be taught during this 3-week placement Make a written record (use a table or a spreadsheet) of student achievement on the diagnostic assessment task Design the formative assessment task that you will **mark** and **moderate** at the end of Week 3 Ensure that the task is designed to **align** with the Summative assessment task Ethically & confidentially develop 3 student profiles with current performances representative of 'below' 'at' 'above' year level benchmark	**Professional conversations:** **Co-reflect** upon: • The alignment of the assessment tasks to the curriculum (ACARA/QCAA) • How well do you know your learners? • How ready are the learners to engage with the required curriculum? • How ready are you to teach and assess their learning? • What are the principles for the pedagogical approach you will use to teach your students? • Requirements for recording and storing information securely • Using information ethically and within legislative and regulatory requirements • Present, discuss and sign Student Data Declaration sheet with SBTE • Store safely for submission with assessment item later in the semester **ED3097 Assessment Item Preparation:** • Ensure **Activity B** is **completed** • Review the Summary of Evidence, ensure you have safely stored your whole class profile (**Activity B.1**) **collected** to bring back to JCU the Term 3 unit overview, the **summative assessment instrument** and accompanying standards, e.g. GTMJ/rubric • Ensure **Activity C** is **completed** and stored safely for submission with assessment items later in the semester

Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
2	**Curriculum & Learner focus through Lesson Planning:** **Independently plan** lessons (i**ncluding** English specialisation) that cater for learner needs across all curriculum areas as timetabled for the week **Classroom Management focus:** • Adopt and support the school and SBTE's approach to fostering a positive learning environment, with specific focus on Tier 1 strategies, by implementing school and classroom policies and procedures	Select appropriate pedagogical strategies to support the students in meeting the intended learning outcomes **Independently teach** full teaching load	Appraise the impact of the pedagogical decisions, drawing on evidence of learning from the 3 focus students to inform ongoing planning decisions Continue to ethically & confidentially include student profiles with current performances representative of 'below' 'at' 'above' year level benchmark	**Professional Conversations** **Co-reflect** upon: • The alignment of curriculum, pedagogy and strategies for assessing learning between your intended lesson plan and the enacted teaching • Strategies for assessment • Code of ethics, well-being and safety strategies and how you have enacted these in your own practice • Enactment of classroom management policies and procedures • The artefacts collected/curated for the Portfolio and how they are supporting PST's professional growth and demonstration of development towards Graduate level **ED3097 Assessment Item Preparation:** • Commence **Activity D** **Mid-point evaluation:** • PST complete the Formative Feedback sheet **independently as a self-appraisal** – discuss with SBTE • SBTE reviews PST's progress against the Professional Experience Report

Week	What is the intended learning? (Plan)	How will you enact the lesson? (Teach)	How will you assess learning? (Assess)	Reflect
3	**Independently plan** lessons that cater for learner needs. Lessons to include **all** curriculum areas as timetabled for the week Using the feedback and Professional Experience Report, identify personal learning goals in relation to the standards and discuss with SBTE **(this will be required for final Professional Experience Workshops in preparation for Final Phase Placements)**	Select appropriate pedagogical strategies to support the students in meeting the intended learning outcomes **Independently teach** full teaching load	Implement formative assessment task (as designed in Week 1) Mark formative assessment task Moderate judgements with SBTE – check the consistency of your interpretation of student achievement in relation to the relevant standards against your SBTE's judgements Make a written summary (use a table or spreadsheet) of student achievement on formative task Provide written feedback to students about their learning and support for the progression of learning towards summative assessment Finalise 3 student profiles with current performances representative of 'below' 'at' 'above' year level benchmark	**Professional Conversations** **Co-reflect** upon: • The alignment of curriculum, pedagogy and assessment between your intended learning sequence, the enacted teaching and the assessed learning • How your pedagogical decisions had an impact upon student learning • What are the next steps of learning for these students? • Effective ways to positively engage with parents/carers and the community that support student learning • Use of data to communicate with a range of stakeholders, including parents and carers, regarding the progression of student learning • Achievement of the ED3097 Placement Goals **ED3097 Assessment Item Preparation:** • Ensure **Activity D** has been **completed** and collection of **(At Least 3 or a wider range)** of work samples associated with the lesson plan and across the levels of achievement are safely stored for submission with assessment items later in the semester **End of Placement Evaluation:** • SBTE evaluates PST's professional learning against the report • SBTE will **discuss** the Professional Experience portfolio to **inform their assessment** of the Preservice Teacher's performance over the Professional Experience phase • PST reflects upon and revises written philosophy in light of the new learnings from this Professional Experience

ED3097 Professional Experience Portfolio

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

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

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

Requirements	Suggested Artefacts for Inclusion
Personal statement	A written philosophy, including scholarly references, highlighting the consistent and regular use of evidence to improve teaching and learning in schools
Planning effectively	**Planning using data and evidence** • Updated or new class profiles based on system data, previous assessment tasks, insights fromSBTE and observation • Updated or new learner de-identified profiles of 3 focus students **APST 1.1, 7.1** • A sequence of annotated lessons (at least 3 lesson plans) that respond to learner diversity and the ACARA general capabilities, particularly literacy and numeracy, while demonstrating alignment between curriculum, pedagogy and assessment **APST 1.3, 2.1,2.2. 2.3, 3.2, 3.3, 3.4** • Dependent on context, a record of how SBTE, as well as learning support specialists, adjust practice to support the learning needs and strengths of students with disability
Teaching effectively	**Teaching and Learning** • Annotations on lesson plans that identify and reflect upon the impact of enacted practice, e.g. range of teaching strategies, resources including digital literacies **APST 2.6** • Lesson delivery shows a link between curriculum content description and suitable learning tasks/context **APST 2.1** • Written reflections upon the impact of enacted practice on student learning **APST 3.6** • (Depending on Placement Context) a resource made or provided by PST during a lesson showing understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages **APST 1.4, 2.4** • Feedback reflecting ability to answer accurately content-related questions **APST2.1**
Managing effectively	**Creating Positive Learning Environments** • Curated student codes of conduct from the school • Curated inclusion/inclusive education policies enacted at the school • Policies and procedures from the school and classroom that direct classroom management, e.g. behaviour flowcharts, classroom routines, PBL foci, classroom reward systems • Observation notes of strategies implemented by SBTE to manage challenging behaviour – Tier 2 and 3 **APST 4.3** • Reflection notes on PST's own classroom management strategies used in a lesson
Assessing	**Assessing, feedback and checking for understanding** • Record of assessment information to monitor and support student learning (e.g. observations of student learning and work samples) **APST 5.1** • De-identified sample of work of the 3 focus students • Samples of de-identified feedback offered to the 3 focus students **APST 5.2** • Notes on strategies for reporting student achievement to students and parents/carers **APST 5.5** • Samples of collaboratively or independently produced assessment tasks, marking criteria and marking rubrics **APST 5.3** • Annotated sample showing modifying teaching practice as a result of assessment data **APST 5.4**

Professional Conduct	**Demonstrating professional conduct** • Notes on the code of ethics, well-being and safety strategies, policies and procedures **APST 4.4** • Curated staff code of conduct • Written notes documenting SBTE's insights and/or strategies for engaging with parents/carers **APST 7.3** • Annotations on lesson/plans highlight attention to the teaching of safe,responsible and ethical use of digital literacies **APST 4.5** • Written notes documenting SBTE's approach to the ethical use of data and evidence • Record of attendance or completion of School Induction **APST 7.2** • Cover Sheet Declaration for data collected about learners signed by SBTE **APST 7.1**
Reflection	One page reflection on Professional Experience: Focus on appraising your impact on student learning and 6.1 and 6.2 Personal Learning Goals **(Required for Professional Experience Workshops in preparation for Final Phase Placements)** **APST 6.1**

The annotated artefacts support subject assessment

Ensure you have included the full summary of the evidence

ED3097 Formative Discussion Points

This is not an exhaustive list but merely a guide to creating discussion during the ED3097 Placement
PST completes **independently** as a **Self-Appraisal Task** and then **Discusses it with SBTE**
This IS NOT required to be submitted to JCU

	Developing Adequately	Needs Attention	PST Notes
Planning & Teaching	**D**	**N**	
Organises resources for a lesson in advance			
Shows independence to locate and use curricular resources appropriately			
Uses identified student 'readiness' needs to plan			
Considers literacy and numeracy readiness			
Designs a logical teaching and learning sequence aligned with summative/formative assessment			
Considers the needs and strengths of all learners when planning			
Identifies achievable learning goals for students			
Differentiating lessons by responding to student **readiness, interest** and **learning profile**			
Accurately answers content-related questions from students **APST 2.1**			
States clear and appropriate lesson intent			
Demonstrates understanding of teaching area content			
Uses a range of appropriate pedagogical strategies and subject-specific pedagogy			
Is beginning to use different strategies for addressing student interests			
Integrates the use of digital literacies into activities to make content more meaningful			
Explains lesson content clearly - communicates clearly and accurately			
Is assigning appropriate time/weighting to achieve learning outcomes and lesson plans			
Uses voice effectively: varies pitch, volume, tone and speed			
Uses of subject-specific vocabulary and metalanguage to develop conceptual understanding			
Explores a variety of questioning techniques and does not rely on the IRE pattern of classroom discourse (Initiation-Response-Evaluation)			
Responds to children in an encouraging and respectful manner			
Gathers children's feedback to improve on practice			
Reflects on lessons to inform future planning and to improve pedagogy and student learning			
Shows evidence of SBTE's feedback in future planning and practice			
Has explored established structures in the school to encourage parents/carers to be involved in school or classroom activities (the educative process to support children's learning)			

	Developing Adequately	Needs Attention	PST Notes
Managing	**D**	**N**	
Develops a learning environment plan based on class profile, learner profiles and classroom observation			
Seeks school level policies for classroom management (for example, PBL, Tier 1 Strategies)			
Knows children's names			
Provides clear instructions and directions and demonstrates appropriate body language stance for giving instructions			
Monitors student behaviours with high rates of acknowledgement for expected behaviours			
Monitors children's behaviour and shows awareness of off-task learning behaviours			
Encourages expected behaviour and reflects upon the success of strategies to support student engagement			
Uses arranged ways to get the class's attention and waits for class attention before speaking			
Moves systematically around the room trying to implement appropriate micro-skills - *Essential Skills for Classroom Management*			
Maintains room/group routines and procedures			
Responds firmly and calmly towards challenging behaviour			
Consistently applies classroom management strategies			
Assessing			
Is beginning to use inclusive strategies to identify student readiness and interest			
Has an array of strategies to check for prior knowledge			
Checks for children's understanding at appropriate moments implementing inclusive practices			
Supports, motivates and encourages children to persist			
Aligns formative inclusive strategies with pedagogy and lesson intent			
Provides timely feedback to support student understanding			
Gives constructive and purposeful feedback to children about their learning progression			
Using assessed learning to plan next step planning			
Using student learning to modify teaching practice either within a lesson or for the next lesson			

College of Arts, Society & Education

BACHELOR OF EDUCATION

ED3097 ECE Online

ED3097 Professional Experience Report

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

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

Preservice Teacher		**Student Id**	
JCU Partnership School			
SBTE			
Year Level			
Well developed	**Consistent** evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage		
Developing adequately towards graduate level	**Awareness** of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and **engagement** at this level SUCCESSFUL DEMONSTRATION OF HIGH ENGAGEMENT LEVEL ➢ With some advice and support is able to link/design/source… ➢ Is usually able to… ➢ Is aware of, understands… ➢ Has some capacity… ➢ Is often prepared to… ➢ Initiate some…		
Not developing adequately	**Little or no evidence** of knowledge, practice and **engagement of awareness** that meet the descriptor at the APST Graduate Career Stage		

Preservice teachers focus on using a range of data to inform and appraise their practice. By the end of third year, preservice teachers demonstrate the relevant Australian Professional Standards for Teachers at a **high** Engagement level (QCT Assessing APST Evidence Guide).		Satisfactory			
		Well Developed	Developing Adequately	Not Developing	N/A
Planning effectively					
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of children and how these may affect learning.	APST 1.1	☐	☐	☐	
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	☐	☐	☐	
Organise content into an effective learning and teaching sequence.	APST 2.2	☐	☐	☐	
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	☐	☐	☐	
Plan lesson sequences using knowledge of children's learning, content and effective teaching strategies.	APST 3.2	☐	☐	☐	

*Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST in collecting fit-for-purpose data to gauge learner needs and readiness for learning and inform differentiated planning to meet the needs of diverse learners.*

Teaching effectively					
		Well Developed	Developing Adequately	Not Developing	N/A
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies for the teaching area.	APST 2.1	☐	☐	☐	
Implement teaching strategies for using digital literacies to expand curriculum learning opportunities for children.	APST 2.6	☐	☐	☐	
Include a range of teaching strategies.	APST 3.3	☐	☐	☐	
Demonstrate knowledge of a range of resources, including digital literacies, that engage children in their learning.	APST 3.4	☐	☐	☐	
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve children's learning and development.	APST 3.6	☐	☐	☐	
Demonstrates and embeds the cross-curriculum priority of exhibiting a broad knowledge and understanding of culture, cultural identity and linguistic background on the education of children from Aboriginal and Torres Strait Islander backgrounds.	APST 1.4	☐	☐	☐	☐
Demonstrates and embeds the cross-curriculum priority of exhibiting a broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	☐	☐	☐	☐

*Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level and how they have sought or applied feedback to improve teaching practices. Focus areas that will support PST enact differentiated instruction.*

Managing effectively

		Well Developed	Developing Adequately	Not Developing	
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	☐	☐	☐	

*Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST planning for a safe environment that allows students to achieve learning goals by utilising Tier 1 Universal support strategies and micro-skills for classroom management and Tier 3 support for challenging behaviours.*

Assessing

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

*Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST plan for monitoring student learning and assessing the learning progress.*

Professional Conduct

Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	☐	☐	☐	
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of digital literacies in learning and teaching.	APST 4.5	☐	☐	☐	
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	☐	☐	☐	
Dependent on Context and Opportunity Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	☐	☐	☐	

*Constructive feedback to support PST to **plan** for their Final Suite of Placements to meet Graduate level. Focus areas that will support PST develop the commitment to Professional Engagement in how they self-reflect about aspects of their own professional knowledge, practice and engagement.*

Professional Experience Overall Result			Requirements	
Satisfactory		**Unsatisfactory**	Completed 15 Days	☐
☐		☐	Completed and discussed professional portfolio recommendations	☐
Means PST is ready to proceed to the next Professional Experience stage (Met **all** Descriptors at **either** Well Developed or Developing Adequately)		Means PST is **not** yet ready to proceed to the next Professional Experience stage due to having **1 or more** Not Developing Descriptors Ticked	Minimum of 'Developing Adequately' in all descriptors.	☐

Preservice teacher'sname		**Signature** **Date**	
Supervising teacher'sname		**Signature** **Date**	
Site coordinator'sname		**Signature** **Date**	

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ED3590 Placement Goals

PROFESSIONAL EXPERIENCE PLACEMENT GOALS ED3590

This infographic explains the overarching goals for the ED3590 Work Integrated Professional Experience program

FOCUS 1

Make the link between the theory & practice of Early Childhood Centre pedagogy

FOCUS 2

Observe the pedagogical practices following how infants and toddlers develop

FOCUS 3

Analyse ideas to frame your personal philosophy as an early childhood educator for future teaching

FOCUS 4

Develop learning stories and implement Teacher-initiated experiences guided by the EYLF

ED3590 Learning Tasks in Detail

Note: The calendar below is a guide to ensure all ED3590 tasks are completed in a timely fashion.

Preservice Teachers have 5 weeks to complete the 10 days of Practicum

	Course work focus	Engagement Activities – Preservice Teacher	Modelling and Supervising Activities – Site-Based Teacher Educator
Prior	Attend Professional Experience Workshop – It is a Preplacement Policy Topic: Centuries of ECE&C Review EYLF & QKLG and assessments Discussion Board: Ethics 1st Online Quiz	Contact the Centre, introduce yourself and arrange Professional Experience days and times and Centre induction and to meet the SC and SBTE Attend Centre Induction	Meet with Site Coordinator by phone or in person to arrange Professional Experience days. Arrange to meet PST Note: At the end of each daily session, initial the Statement of Completion to acknowledge PST's learning tasks were completed and sign the Attendance Record
1st Week **Day 1** **Day 2**	**Topic:** Development of Identity, self-esteem, language development Discussion Board: Child Protection Prepare templates for assessment item 3 2nd Online Quiz	**Day 1** Give completed Forms to SBTE **Form 1** Preservice Introduction to Centre **Form 2** Permission to Observe & Photograph Familiarisation with the Centre's **Quality Improvement Plan** **Day 2** Begin to gather information for – the Quality Improvement Plan Centre Information Template (Section 1 of Assessment Item 1 Template). Work to finalise it in your own time Planning for 3 teacher-directed learning experiences Take the initiative to engage with the infants and toddlers	**Day 1** Accept the Preservice Teacher's Introduction to Professional Experience template and display it. Distribute the Information Sheet & Permission form to all parents of children in the group **Professional Dialogue:** • Assist PST to gather information for Quality Improvement Plan (QIP) • Section 1 (Focusing on 3 NQS elements) • Section 2 (Support PST Document Learning Story 1) **Day 2** Continue to assist PST in gathering information for Quality Improvement Plan (QIP) **Professional Dialogue:** • Discuss ideas with PST for three teacher-directed experiences Initial completed tasks, sign attendance
2nd Week **Day 1** **Day 2**	**Topic:** Connecting, relationships, care pedagogy, conversations, communicating Discussion Board: Bullying 3rd Online Quiz	**Day 1** Collect, scan and submit permission forms (Form 2) under the Assessments button on LearnJCU. Observe and record identified issues for the QIP Template and prepare draft SMART Goals to discuss with SBTE Observe and recognise bullying behaviours **Day 2** Discuss with SBTE and design and plan three teacher-directed experiences	**Day 1 Professional Dialogue:** • How to support development and be aware of signs of impeded development • How to recognise experiences of bullying with toddlers • How do you engage and develop communication in toddlers Model for PST how to engage with infants and toddlers to meet their needs dependent on their developmental phase **Day 2 Professional Dialogue:** • Support PST design and document three learning stories to be teacher-directed learning experiences Initial completed tasks, sign attendance

3rd Week **Day 1** **Day 2**	**Topic:** Active Learning, movement and music, promoting cognitive learning, key theorists, pedagogy for confident and involved learning Discussion Board: Health and Safety 4th Online Quiz Gather information to include in templates for assessment item 3	**Day 1 Complete** Documented Learning Story 1 (Section 2) Assessment Item 3 Take the initiative to engage with the infants and toddlers and observe how infants and toddlers communicate with you In your own time, do an **analysis**, ideas for future planning, and a description of a Teacher-directed Experience based on Learning Story 1 **Day 2 Implement** 1st Teacher-directed Experience and do a reflection after implementation Take the initiative to engage with the infants and toddlers and observe how their language and developmental milestones vary across age groups Reflective Practice dialogue with SBTE about the Teacher directed experiences	**Day 1** Assist PST to document Learning Story 1 **Professional Dialogue:** • How to promote active learning through movement and music • How to promote a sense of safety in toddlers and infants Model for PST how to interact with the babies and toddlers to promote learning **Day 2** Assist PST to implement and reflect on 1st Teacher-directed Experience **Professional Dialogue:** • Discussion regarding policies and practices of reporting issues when the health and safety of a child is suspected of being at risk • Play-based learning, intentionally supporting active learning • Support PST reflect upon their teacher-directed experience Initial completed tasks, sign attendance
4th Week **Day 1** **Day 2**	**Topic:** Collaborative learning, executive functioning and self-regulation, mirror neurons, pedagogy for effective communication Discussion Board: Wellbeing	**Day 1 Complete** Documented Learning Story 2 (Section 2) Assessment Item 3 Observe and discuss developmental sequences in their cognitive, social and emotional behaviours across the age group Engage with the infants and toddlers in your care In your own time, do an **analysis**, ideas for future planning, and a description of a Teacher-directed Experience based on Learning Story 2 **Finalise** & **Collate** all data required for Assessment Item 3 **Day 2 Implement** 2nd Teacher-directed Experience Reflective Practice dialogue with SBTE about the teacher-directed experience Engage with the infants and toddlers in your care	**Day 1** Assist PST document Learning Story 2 **Professional Dialogue:** • How do you engage and develop communication in toddlers • Promoting educator wellbeing • Ways/Ideas to support the awareness and development of strategies to help children develop their own mental & physical health and personal safety • Building self-esteem in toddlers Model for PST how to interact with the babies and toddlers dependent on their developmental phase **Day 2** Assist PST to implement and reflect on 2nd Teacher-directed Experience **Professional Dialogue:** • Evaluation of learning and Teacher-directed Experience Initial completed tasks, sign attendance

5th Week **Day 1**	**Topic:** Moving to school, centre and educator philosophy AI2 DUE Professional Development Topics (beginning of the week) AI3 DUE Learning Portfolio (end of the week)	**Day 1 Complete** Documented Learning Story 3 (Section 2) Assessment Item 3 Focus on modelling effective communication and observe infant and toddlers' responses Take the initiative to engage with the infants and toddlers in your care In your own time, do an **analysis**, ideas for future planning, and a description of a Teacher-directed Experience based on Learning Story 3	**Day 1** Assist PST Document Learning Story 3 **Professional Dialogue:** • How the Centre philosophy informs practice for toddler and baby learning and care • Developing a personal educator philosophy • Preparation for transitioning to school and paperwork and assessments to facilitate the transition
Day 2		**Day 2 Implement** 3rd Teacher-directed Experience Reflective Practice dialogue with SBTE about the Teacher-directed experience Through your engagement, look for opportunities to promote a baby or toddler's social, emotional and mental well-being – reflect with SBTE on your experience Take the initiative to engage with the infants and toddlers in your care Conclude Profex and complete paperwork and give to the **Site Coordinator for submission** to JCU	**Day 2** Assist PST to implement and reflect on 3rd Teacher-directed Experience **Professional Dialogue:** • Evaluation of learning and Teacher-directed Experience Ensure the Statement of Completion Record and Attendance Record are signed To support the assessment processes and JCU's commitment to academic integrity, we ask that **all Completion & Attendance** Records be returned **ONLY** by Site Coordinators. Digital Report to be submitted to Student Placements Team by email placements@jcu.edu.au within 5 days of completion of Placement to support PST's subject progress.

ED3590 Professional Experience Statement of Completion Report and Attendance Record

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

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

Preservice Teacher:	
JCU Partnership Centre:	
SBTE:	
SBTE signature:	

The Preservice Teacher has completed the following activities:

Preservice Teacher's required tasks	SBTE's Initials
Engaged in Centre Induction provided by the Site Coordinator	
Provided the Introduction to Professional Experience template (Form 1)	
Provided the Permission letter to distribute to parents/carers (Form 2)	
Collected Permission forms – Form 2	
Collected information for their Quality Improvement Plan (QPI)	
Collected Documentation for Learning Story 1	
Implemented 1st Teacher-directed experience	
Collected Documentation for Learning Story 2	
Implemented 2nd Teacher-directed experience	
Collected Documentation for Learning Story 3	
Implemented 3rd Teacher-directed experience	
Engaged in suggested Professional Dialogue with SBTE	
Completed 50 hours of Professional Experience (10 days) over 5 weeks during the study period	

Comments:

Site Coordinator Signature:_____Date:_____

As Preservice Teachers, you must participate fully in the 50 hours Placement (10 days) at the Centre to which you are assigned. You are required to document your attendance, which your Site-Based Teacher Educator will verify. The **10 days are spread evenly over 5 weeks** to align with weekly coursework learning. Therefore, ten rows have been provided. In any given week, Preservice Teachers are to participate for a **minimum of 5 hours** of contact time per day and, with additional preparation and reflection time, up to **6 hours per day.***

Please complete the weekly attendance record and ask your Site-Based Teacher Educator to sign after each ***session***. The Site Coordinator at the Centre should be asked to sign in the space provided upon completion of the 10 days.

***** Placement in the ECE Centre, Preservice Teachers are to **participate** in the Educational **Planned program and practice** (Quality Area 1) for 0-2-year-olds. PST to shadow the Teacher for a minimum of 5 hours of Educational program and practice contact time per day and a maximum of 6 hours of contact time, including planningand reflection time with your Site-Based Teacher Educator. Contact time **does not include lunch or tea breaks** but does include when children are sleeping.

Days	Date Attended	Start time	Finish time	Length of contact time attended	SBTE Signature
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					
Day 6					
Day 7					
Day 8					
Day 9					
Day 10					
			TOTAL		

Placement Appendices

All digital PDF and Word Format Appendices are in the Professional Community Site – Resources – 3rd Phase Placement – Templates Folder. Please download the required Templates in preparation for Placement. All templates scaffold and support targeted observations guiding intentional learning outcomes and lead the PST in critical reflection to develop their practices as Educators.

<table>
<tr><th>ED3442</th><th>ED3097</th></tr>
<tr><td>Case Study Template

Differentiation Observation Template

Inclusion Template

Discussion Template

Lesson Observation Template

Reflective Practice Journal</td><td rowspan="2">Student Data Declaration Sheet
ACTIVITY A. Clarifying Expectations
Part A
Part B

ACTIVITY B. Collecting and analysingdata to gauge learner needs and readiness
Activity B.1: Whole Class Profile
Activity B.2: Individual Learner Profiles
Activity B.3: Sociogram

ACTIVITY C. Classroom Management Observations
Activity C.1: Collect and analyse school and classroom level policies and procedures that direct classroom management
Activity C.2: Observing Classroom Management
Activity C.3: Observing Indicators ofStudent Engagement

TEMPLATES FOR ACTIVITY C. Classroom Management Observations
Activity C.2 Recording Template: RecordingSheet for Observing Classroom Management

Activity C.3 Recording Template: Recording Sheet for Observing Indicators of Student Engagement

ACTIVITY D. Evidence of your enacted practice</td></tr>
<tr><td>ED3590
Form 1 - Preservice Teacher Introduction

Form 2 – Permission to Observe and Photograph

Assessment Item 3 Templates
Section 1 - Quality Improvement Plan Centre Information Template (1 per centre)
Section 2 - Quality Improvement Plan Template (1 per quality area)
Section 3 - Documented Learning Stories Template (1 foreach learning story)

Planning Template - Teacher-directed Experience</td></tr>
</table>

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