

Bachelor of Education (Primary)

**3rd Year Professional Experience Handbook
2025**



**JAMES COOK
UNIVERSITY**
AUSTRALIA



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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 for 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 Primary

PLACEMENTS

1

ED3442

2

ED3197

PRIOR KNOWLEDGE

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



ED3442

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



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

ED3197

Further, develop abilities towards independent practice

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

Engage in full independent practice



ED3442- 5 DAYS
ED3197 - 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.

Study Period 1	Study Period 2
Level 1 Subjects	
Educational Psychology: Learners and Learning	Education Perspectives and Practice
Foundations of Language and Literacy in Education (5-day Work Integrated Learning Placement)	Teaching Mathematics and Numeracy in Primary and Early Childhood Settings (5-day Work Integrated Learning Placement)
Technologies for Primary School	Science and Sustainability in Education
Arts Education for Primary School	Elective in Primary Specialisation
Level 2 Subjects	
Planning for Engaging Learning (5-day Work Integrated Learning Placement)	Approaches to Oral Language and Reading Development in Primary School (10-day Work Integrated Learning Placement)
Aboriginal and Torres Strait Islander Education	Health and Physical Education for Primary School
Mathematics Education for Primary School 1	Humanities and Social Sciences for Primary School
Science Education for Primary School	Elective in Primary Specialisation
Level 3 Subjects	
Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities (5-day Work Integrated Learning Placement)	Reflective Teaching Cycles and positive Learning Environments (Primary) (15-day Work Integrated Learning Placement)
Primary Education: Literature and Producing Texts	
Mathematics Education for Primary School 2	English as an Additional Language/Dialect for Indigenous Learners
Elective in Primary Specialisation	Technologies Across the Curriculum
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

Postal Address	Cairns	Townsville
	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 NCCD Supporting Students with disability		JCU Professional Experience for Teachers JCU Student Code of Conduct Queensland College of Teachers (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.

Teaching Areas

By AITSL Program Standards for Accreditation of Initial Teacher Education Program requirements, Primary preservice teachers are required to complete placements that provide an opportunity to engage in their specialisation. Primary Specialisation are: - English/Literacy, Mathematics/Numeracy, Health & Physical Education and Science

Knowing each school may vary their approach in terms of timing, structure and planning to implement units of work to incorporate Health & Physical Education and Science outside the classroom teacher's responsibilities, we ask the Site Coordinator to assist in supporting the PST **if the specialisation subject** is not timetabled during Placement dates. This can take the form of having the opportunity to visit and engage with another year-level or specialist teacher to support PST in gaining a **breadth of the curriculum** in the specialisation area.



Placement Dates & Requirement Breakdown

ED3442 – Inclusive Education: Differentiated Learning for Students with Special Needs and Abilities

Term 1: 17th March – 21st March (5-day consecutive block)

- **Before Placement Commencement Date:** Induction – Arrange with the Site Coordinator the most appropriate time and mode of delivery for a school Induction
- **Observational** placement focusing on the field of inclusive education. PST explores how a range of 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

ED3197 – Reflective Teaching Cycles and positive Learning Environments (Primary)

Term 3: 21st July – 8th 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, including primary specialisation subject
- 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, including specialisation subject

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

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

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 School culture, policy and expectations
- SC inducts PST to Workplace Health and Safety policy and procedures
- JCU offers optional online support sessions for SC & SBTE prior to Placement

Expectations

- PST & SBTE expectation discussion regarding Assessment Report & plan for Placement
- SBTE shares relevant school curricular documents
- PST, if required, follows the Intervention Process to request support while on Placement
- SBTE notifies SC of early notification of 'At Risk' and 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
- PST monitors student learning, contributes to School community
- PST reflects on and collects evidence of their impact on student learning
- SC monitors PST learning, provides support to PST and SBTE; contacts JCU if PST is underperforming

Assessment & Reporting

- SBTE provides evidence-based feedback 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
- Professional Experience Report ED3197: 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-Placement Check	Pre-Service Teacher	Site Coordinator	Site-Based Teacher Educator
	Meet all Professional Experience Placement Requirements to be eligible for Placement- including attendance at Professional Experience Workshops Ensure your Blue Card is current Access the LearnJCU EDU_PROFEX Community Site Third Year 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 Confirm PST's specialisation subject	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 Elements of the Integrated Learning Program Partnership <i>General Handbook</i> • 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 • ED3197 pp.34-47

Pre-Placement Check	Review the following documents QCT Code of Ethics Professional Boundaries Guide of Evidence JCU Student Code of Conduct 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 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	Support PST with their timetable to have opportunity to engage in their specialisation subject, e.g., HPE or Science – Important Information	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 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 (ED3197) – LearnJCU Community Site – 3rd Year 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 professional courtesy 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.

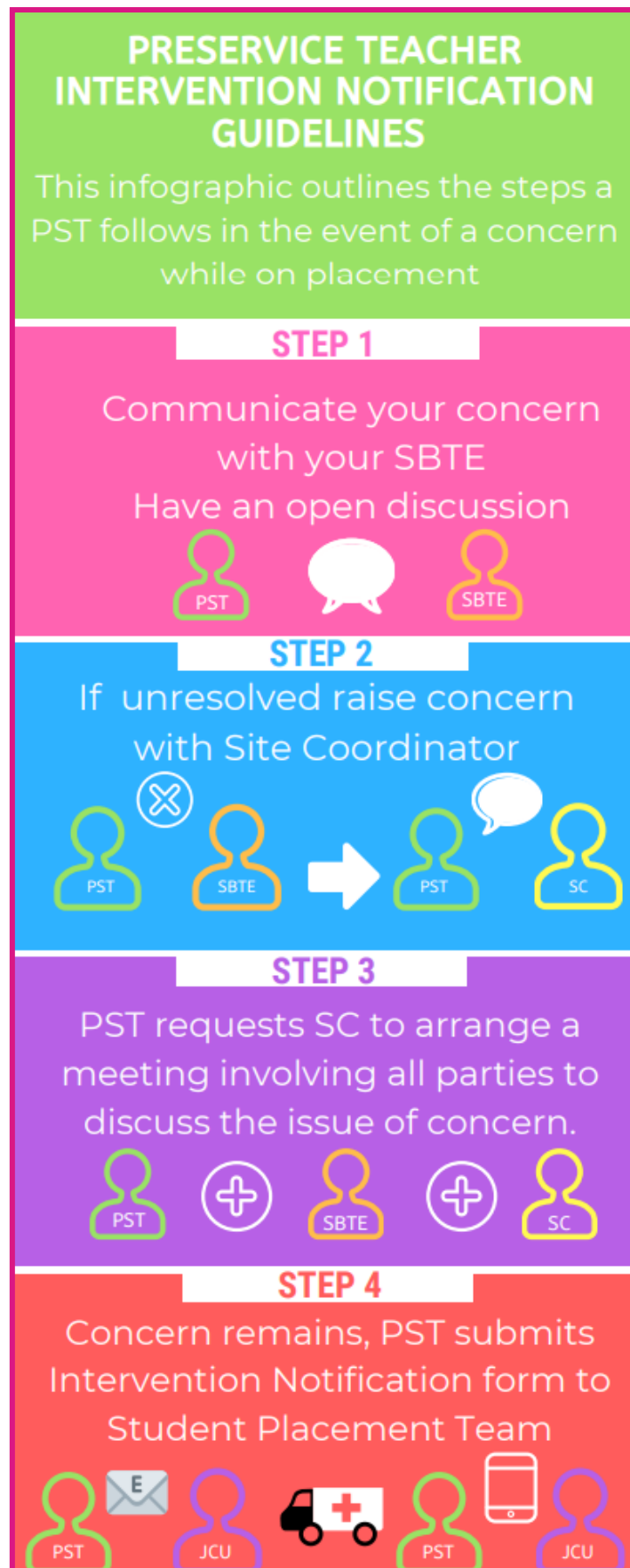
The purpose is to provide SCs and SBTEs an access platform to ask any questions they may have to gain the following:

- 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 Year 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.

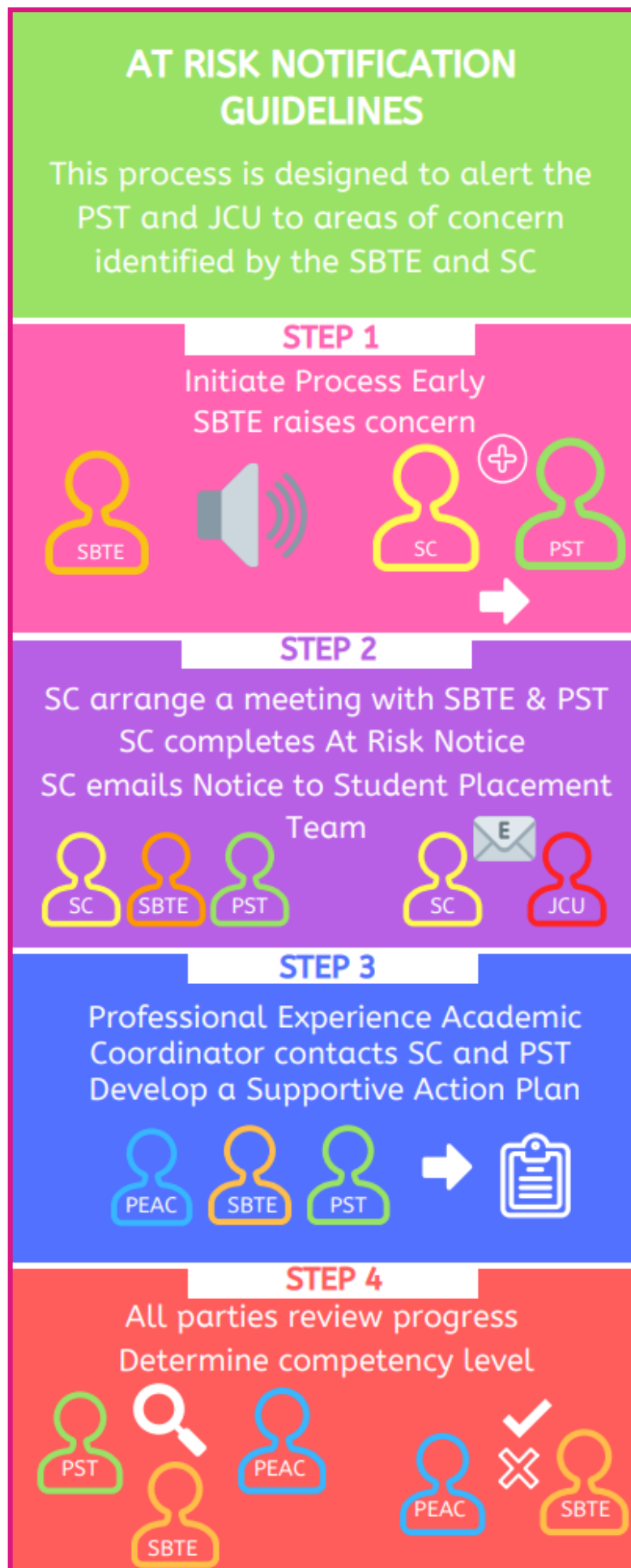
Preservice Teacher Request for Intervention

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.

SBTE Request for an At-Risk Early Intervention



Purpose The At-Risk Notification

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

The "At-Risk Notification" process is designed to alert the 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 serves the 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] via email: 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

Guidelines for Assessment

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

Evidence Guide for SBTEs for ('Engagement' level)

ED3442 - 5 DAYS

Professional Experience Formative Report

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

Provide constructive feedback for PST to continue their development of APSTs

Discuss Report, including PST's Portfolio

ONLY SC submits Report to Student Placement Team



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

ED3197 - 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

Assessed 3rd Year 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**

- [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

Preservice Teacher

Regularly discuss practice and self-appraisal to ensure ongoing development

- 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	Achievement
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).	
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:

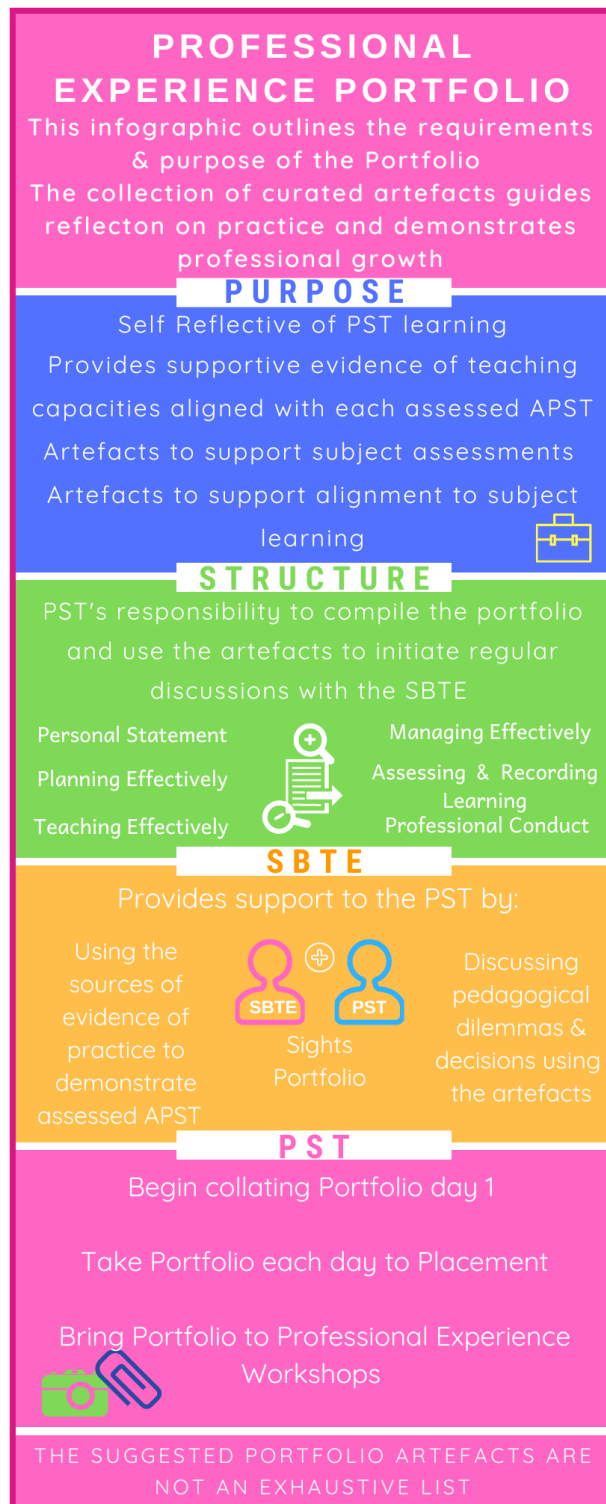
Well developed	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage
Developing adequately towards graduate level	Awareness of the descriptors at the APST Graduate Career Stage; developing consistency in knowledge, practice and engagement 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** by Site Coordinator

Report Details

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

Where to Submit

- Digital Report to be emailed to Student Placements Team

When to Submit

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

Copy

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

Section 4

Individual Placement Details

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

Level 3 Planning and Teaching Focus

Preservice teachers synthesise and integrate advanced 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.

PTAR ITERATIVE CYCLE PLAN TEACH APPRAISE REFLECT

This infographic explains the format for
the designed Professional Learning Tasks

PLANNING

Intended Learning

Plans an inclusive learning sequence that aligns curriculum for student learning & meets the specific learning needs of students



Data analysis to inform decisions about learner readiness

TEACHING

Enact selected pedagogical strategies

Differentiate for student success

Create a supportive, inclusive and safe environment to support learning



ASSESSING

Assess and provide feedback to enhance student learning

Collect and use evidence of learning to monitor student progress, make adjustments and provide student feedback



Evidence-informed decisions

APPRAISING

Appraise the impact of teaching and learning decisions



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



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 Details

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 deidentified 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 for 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 for 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' <i>'readiness,'</i> 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 on being 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 focus 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 support all 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 support all 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 and classroom 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 observations and how/why the SBTE made the judgements of learning Reflect on your teaching practice and student engagement, how you provided assessment for learning and classroom management strategies to support diverse learner needs and strengths of students, including those with a disability SBTE provide feedback on teaching and inclusive approaches to teaching and learning for all students, particularly students with a disability Co-reflect upon achieved ED3442 Placement Goals and professional experience using the portfolio with SBTE 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 teacher judgments 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 the classroom
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 <i>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</i> - 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	



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 ☐		
<i>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.</i>				
Site Based Teacher Name			Site Coordinator Name	
Signature			Signature	

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2nd Level 3 Placement ED3197 Goals and Placement Overview

PROFESSIONAL EXPERIENCE

PLACEMENT GOALS ED3197

This infographic explains the overarching goals for the ED3197 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

ED3197 OVERVIEW

ED3197 Summary of Evidence

Summary of Evidence Chart

A summary of the evidence **required** for ED3197 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 Discuss the opportunity to teach lessons with PST's Specialisation during the Placement timeframe 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 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 class data 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	- 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 Item 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
You will collect this evidence when you complete Activity D		

ED3197 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 Specialisation Utilise HPE & Science Planning templates 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 HPE observation - How are the capabilities and understandings being authentically assessed? Determine which of the 12 focus areas are prioritised in terms of content emphasis in the lesson	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 (including 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, including specialisation subject if timetable and term unit selection permits	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 ED3197 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 - include specialisation subject if timetable and term unit selection permits with class or another class 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 Year 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 ED3197 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

ED3197 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, Melenzyer, 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 the first 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 from SBTE 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 ICTs 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 APST 2.1
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 task, 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 ICT 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 Year Placements) APST 6.1
The annotated artefacts support subject assessment Ensure you have included the full summary of the evidence	



ED3197 Formative Discussion Points

**This is not an exhaustive list but merely a guide to creating discussion during the ED3197 Placement
PST completes independently as a Self-Appraisal Task and then Discuss 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 ICT 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 students in an encouraging and respectful manner			
Gathers students' 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 student'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			

ED3197 Professional Experience Report

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports and Attendance Records be returned **ONLY** by Site Coordinators. Digital Report to be submitted to the Work Integrated Learning 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		Specialisation		
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 students' physical, social and intellectual development and characteristics and how these may affect learning.	APST 1.1	☐	☐	☐	
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	☐	☐	☐	
Organise content into an effective learning and teaching sequence.	APST 2.2	☐	☐	☐	
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	☐	☐	☐	
Plan lesson sequences using knowledge of student 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 ICT to expand curriculum learning opportunities for students.	APST 2.6	☐	☐	☐	
Include a range of teaching strategies.	APST 3.3	☐	☐	☐	
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	☐	☐	☐	
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	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 students 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	☐	☐	☐	☐
<i>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.</i>					

Managing effectively					
		Well Developed	Developing Adequately	Not Developing	
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	☐	☐	☐	
<i>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 provides students the opportunity to achieve learning goals by utilising Tier 1 Universal support strategies and micro-skills for classroom management and Tier 3 support for challenging behaviours.</i>					
Assessing					
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	☐	☐	☐	
<i>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.</i>					
Professional Conduct					
Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	☐	☐	☐	
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	APST 4.5	☐	☐	☐	
Understand 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	Experienced observation and/or opportunity with teaching specialisation subject	☐
			Minimum of 'Developing Adequately' in all descriptors.	☐

Preservice teacher's name		Signature	
		Date	
Supervising teacher's name		Signature	
		Date	
Site coordinator's name		Signature	
		Date	

Placement Appendices

All digital PDF and Word Format Appendices are in the Professional Community Site – Resources – 3rd Year Placement – Templates Folder. Please download the required Template guides 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 an Educator.

ED3442	ED3197
Case Study Template Differentiation Observation Template Inclusion Template Discussion Template Lesson Observation Template Reflective Practice Journal	Student Data Declaration Sheet ACTIVITY A. Clarifying Expectations Part A Part B ACTIVITY B. Collecting and analysing data 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 of Student Engagement TEMPLATES FOR ACTIVITY C. Classroom Management Observations Activity C.2 Recording Template: Recording Sheet for Observing Classroom Management Activity C.3 Recording Template: Recording Sheet for Observing Indicators of Student Engagement ACTIVITY D. Evidence of your enacted practice

