

Professional Experience

COLLEGE OF ARTS, SOCIETY AND EDUCATION

Bachelor of Education

4th Year

Professional Experience Handbook

*Preparing highly effective teachers through professional
partnerships*

2016

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Foreword - A Fresh Start

Thank you for being a part of this essential component of Initial Teacher Education. Professional experience is critical to the preparation of graduate teachers. Site based teacher educators are important contributors to the preparation of JCU teacher graduates. They contribute to the foundation for JCU preservice teachers' learning as educators, and provide experiences that support learning and change. The contributions of site-based teacher educators are also vital to professional renewal and reflect the goodwill and collegiality of our teacher communities.

This document realigns JCU Professional Experience Program to the new Queensland Professional Experience Reporting Framework. It also responds to feedback from school community and JCU preservice teachers. This handbook is informed by policy imperatives as well as best practice literature in initial teacher education. Further, to give effect to JCU's Strategic Intent and Goals, we seek to prepare graduate teachers who are committed and responsive to meeting the needs of people in the region.

Graduates of this program will engage 'open-eyed' and critically in the complex and creative work of teaching; they will contribute to the wealth of the community they serve. Furthermore, we seek to cultivate an ethic of care in JCU teacher graduates who, with dispositions of inquiry, support the aspirations and lives of students and their communities. A key goal of professional experience is to immerse preservice teachers in the exciting work of teaching to refine their theoretical understandings of, and sensitivities to student learning that inform their teaching.

This handbook provides the guiding policy for ensuring professional experience in Education at James Cook University optimises professional learning. As noted by the Australian Institute for Teaching and School Leadership (AITSL), "Supported, authentic professional experience is categorised by strong collegial interactions and focus on learning". This program is focussed on leadership, professional learning and engagement based on the Australian Professional Standards for Teachers (APST). It capitalizes on the potential of the rich professional learning relationship between preservice teachers (PSTs) and their Site-Based Teacher Educators (SBTEs). Its developmental approach systematically supports preservice teachers' success. Its coteaching¹ principles promote theory and practice alignment, improve pedagogical understanding and reflective practice. This framework involves PSTs and SBTEs learning through professional conversations, coplanning, coteaching and coevaluating the professional experience.



We welcome feedback to continue to improve the quality of learning and teaching that our communities expect of us.

¹Coteaching is a teacher preparation approach grounded in social constructivism. It is distinguished from the hyphenated term 'co-teaching' that is primarily associated with special education. (See Murphy & Martin, 2015)

4th Year Professional Experience: At A Glance

Phase 1: ED4488 (January – February)	
ECE:	<i>Primary/Secondary</i>
2 weeks (School): Jan 21 – Feb 5 (might include pupil-free days)	4 weeks: Jan 21 – Feb 26 (might include pupil-free days)
2 weeks (3-5 years): Feb 15 - 26	
Reporting	
When	Within 7 days of practicum completion
What	Statement of Completion + QPERF
Who*	To be completed by SBTE; Returned to JCU by Site Coordinator (consultation with JCU is optional in Phase 1)
Phase 2: ED4489 (May 16 - June 24)	
25 days: - Gradually increasing load: 2 weeks - Full load: minimum of 3-week full teaching block	
Reporting	
When	Within 7 days of practicum completion
What	Statement of Completion + QPERF
Who*	To be completed by SBTE; Site coordinator submits reports to JCU following consultation with JCU
Specialist Practicum: ED4487 (July 11-July 22)	
For: B.Ed Primary Specialist in HPE/Middle School/Special Needs/LOTE	
10 days <ul style="list-style-type: none"> ▪ One week half load ▪ One week full load 	
Reporting	
When	Within 7 days of practicum completion
What	Statement of Completion + QPERF
Who*	To be completed by SBTE; Site coordinator submits reports to JCU following consultation with JCU

* Site coordinators may give the reports to preservice teachers to submit to JCU Profex. Preservice teachers must retain a copy before submitting the original.

Roles and Responsibilities: At A Glance

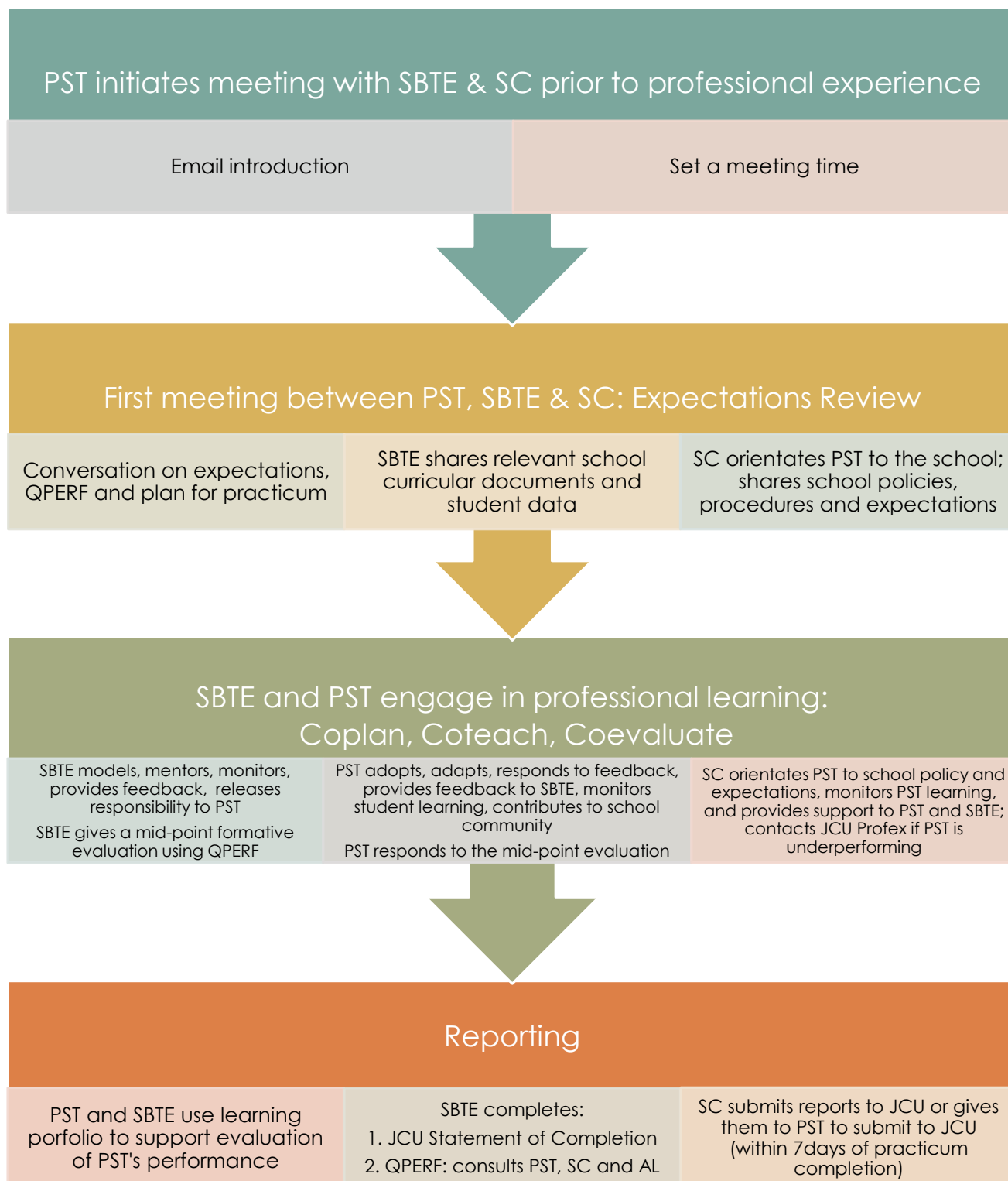
SBTE: Site-Based Teacher Education

PST: Preservice Teacher

SC: Site Coordinator

AL: JCU Academic Liaison

QPERF: [Queensland Professional Experience Reporting Framework](#)



Checklist for Site Coordinator (SC)

Phase 1	Tick	Phase 2	Tick
Have you read the handbook?		Have you read the handbook for this phase (pp. 42-46)?	
Have you recorded PSTs' emergency contact details and sighted their Blue card?		Have you updated PSTs' contact details, if there's a change?	
Have you oriented PSTs to the school's pedagogical framework, behaviour management, ethos, school policy and procedures that relate to workplace health and safety, and professional conduct?		If you have a new PST, have you oriented PST to the school's behaviour management, pedagogical framework, ethos, school policy and procedures that relate to workplace health and safety, and professional conduct?	
Have you advised PSTs on how they should contact you for support? And when you might check-in on them?		Have you advised PSTs on how they should contact you for support? And when you might check-in on them?	
Have you advised the SBTEs how you might support them in the final assessment and reporting?		Have you advised the SBTEs how you might support them in the final assessment and reporting?	
Have you advised JCU Academic Liaison if PST is at-risk of not meeting requirements?		Have you contacted JCU Academic Liaison for moderation?	
Have you signed and stamped on Statement of Completion and QPERF before submitting to JCU? (or given them to PSTs to submit to JCU?)		Have you signed and stamped on Statement of Completion and QPERF before submitting to JCU? (or given them to PSTs to submit to JCU?)	
*NB: Secondary PSTs require ONE QPERF for each SAT. If PST has the same SBTE for both SATs, one QPERF is sufficient.		*NB: Secondary PSTs require ONE QPERF for each SAT. If PST has the same SBTE for both SATs, one QPERF is sufficient.	
Contact: eduprofex@jcu.edu.au if PST is at risk or if you require assistance			

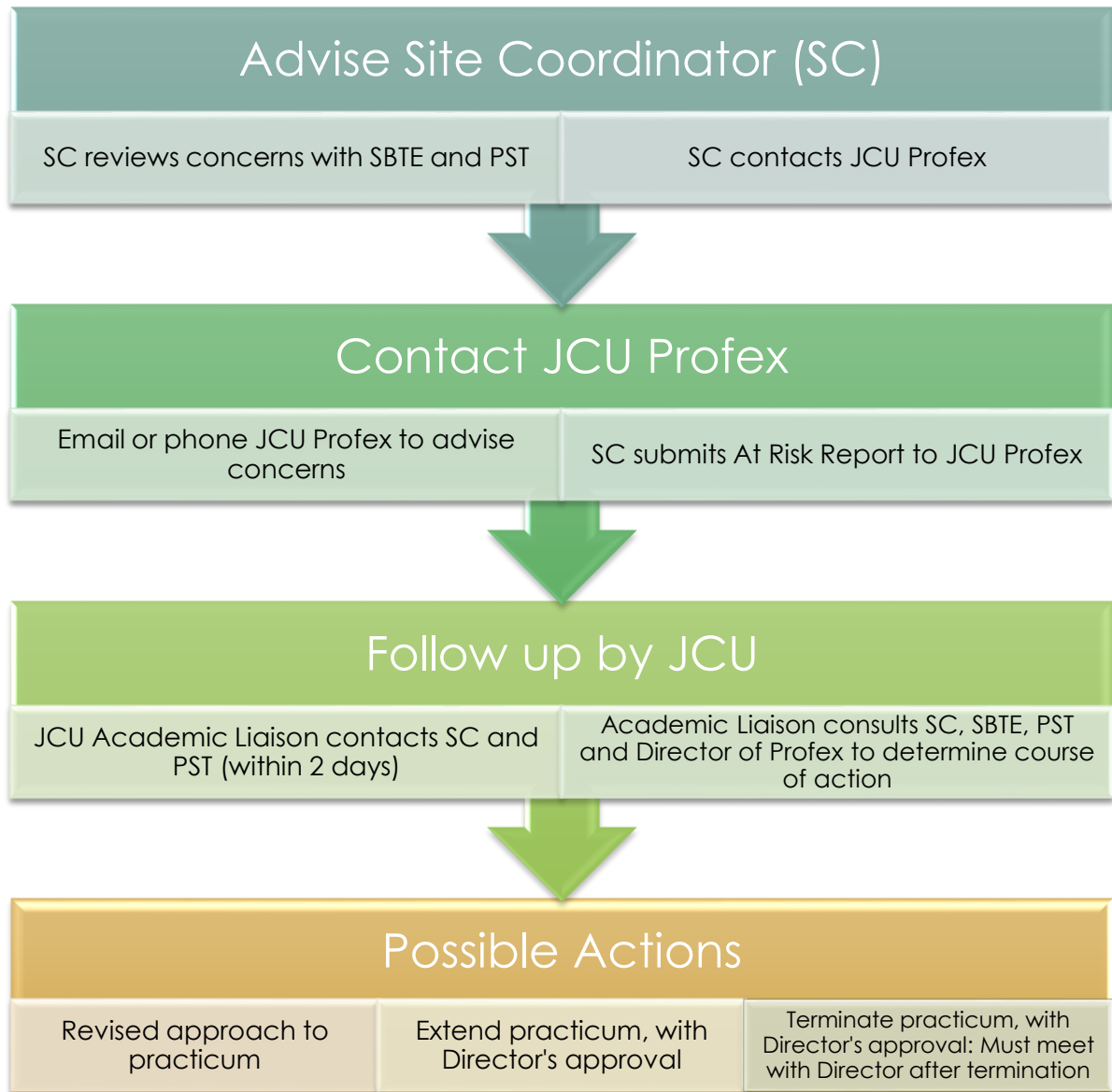
Checklist for Site-Base Teacher Educator (SBTE)

Phase 1	Tick	Phase 2	Tick
Have you read your PST's one-page introduction?		Have you advised your PST of what's ahead prior to this phase?	
Have you read the handbook?		Have you read the handbook for Phase 2 (pp. 42-46)?	
Have you provided PST your timetable?		Have you advised PST of changes to your timetable?	
Have you provided PST with: <ul style="list-style-type: none"> ○ student information; ○ relevant management procedures and routines; ○ curricular resources and samples of plans? 		Have you provided your PST with <ul style="list-style-type: none"> ○ updated student data; ○ changes in management procedures and routines; ○ relevant curricular resources and samples? 	
Have you clarified your expectation with PST on: <ul style="list-style-type: none"> ○ Planning: template, level of detail, timeline ○ Teaching: preferred strategies ○ Managing: strategies and protocols ○ Assessment and Recording ○ Timeline of release of responsibility ○ Feedback and evaluation 		Have you clarified your expectation with PST on: <ul style="list-style-type: none"> ○ Planning: template, level of detail, timeline ○ Teaching: preferred strategies ○ Managing: strategies and protocols ○ Assessment and Recording ○ Timeline of release of responsibility ○ Feedback and evaluation 	
Have you moderated your assessment with SC?		Have you moderated your assessment with SC?	
Have you signed on both the Statement of Completion and QPERF?		Have you signed on both the Statement of Completion and QPERF?	
Have you given the two reports to SC to submit to JCU?		Have you given the two reports to SC to submit to JCU?	

Checklist for Preservice Teacher (PST)

Phase 1	Tick	Phase 2	Tick
Prior to practicum			
Have you read your handbook?		Have you read your handbook for this phase (pp. 42-46)?	
Have you emailed a one-page introduction to your SBTE?		Have you kept in contact with your SBTE for what's ahead?	
Have you prepared a folio to collect evidence?		Have you prepared a folio to collect evidence?	
By the end of first week			
Have you provided your SC with your emergency contact details?		Have you updated your SC of changes to your emergency contact (if any)?	
Have you organized a meeting with your SC to understand the school policy and procedures?		Have you contacted your SC for a catch-up?	
Have you had a conversation with your SBTE on expectations?		Have you had a conversation with your SBTE on expectations?	
Have you received and given feedback on your learning?		Have you received and given feedback on your learning?	
Have you requested relevant resources for this practicum?		Have you developed a routine in planning, documenting (for QPERF) and reflecting?	
By the end of practicum			
Have you presented and discussed your learning folio?		Have you presented and discussed your learning folio?	
Have you received an indication of how you performed?		Have you received an indication of how you performed?	
Have you thanked your SBTE, SC, students and colleagues?		Have you thanked your SBTE, SC, students and colleagues?	
If your SC gave you the reports, have you submitted them to JCU?		If your SC gave you the reports, have you submitted them to JCU?	
Contact: eduprofex@jcu.edu.au , SC and SBTE of your absence			

Concerns During Professional Experience: Outline of Procedure (At A Glance)



I. Professional Experience: Our Purpose

The objective of professional experience at JCU

Upon successful completion of the professional experience program, preservice teachers will develop a demonstrated body of knowledge and a range of skills as prescribed in Australian Professional Standards of Teaching. JCU preservice teachers will also be consciously refining their beliefs and learning dispositions to construct a professional identity that resonates with their commitment to student learning and wellbeing.

Upon completion of the professional experience program, preservice teachers will have cultivated a habit of contributing to an image of teaching as a profession that cares, and that seeks to make a difference. Professional experience offers not only authentic learning opportunities for preservice teachers to develop the necessary skills and knowledge of teaching, but also their personal, interpersonal and emotional capabilities (Scott, 2014). In addition to developing graduate teachers who meet the prescribed Australian Professional Standards of Teaching (APST), our collective efforts also seek to develop graduate teachers who demonstrate characteristics of high calibre aspirant teachers as outlined in Queensland Schooling Sectors' Expectations of Graduate Teachers, and develop a learning disposition, "to continue to seek answers to difficult problems of teaching and learning and the skills to learn from practice as well as to learn for practice" (Darling-Hammond, 2006). Put simply, JCU graduate teachers are critically reflective and seek in their actions to be better teachers, colleagues, and community members.

With our professional learning schools, we work towards developing critically reflective JCU graduate teachers who demonstrate:

- a quality of teaching defined by APST at a Graduate level
- personal capabilities: self-awareness, decisiveness, commitment
- interpersonal capabilities: influencing, empathising
- cognitive capabilities: diagnosis, strategy, flexibility and responsiveness
- appreciation and understanding of the strengths and challenges of our region
- a professional identity that resonates with their commitment to student learning and wellbeing

"Teaching is a profession with certain moral and technical expectations—especially the expectation that teachers, working collaboratively, will acquire, use, and continue to develop shared knowledge on behalf of students" (Darling-Hammond, 2006).

II. Professional learning community: Your role matters

Collaborative relationships and interactions are at the heart of causing professional learning. Central to an optimum professional learning experience is a strong triadic partnership of university staff, professional experience site coordinators and teacher educators, and preservice teachers (PSTs).

This handbook makes explicit the requirements and structures that support schools and PSTs' development. JCU works closely with site coordinators to communicate and clarify expectations, and provides timely professional experience briefings and access to a range of professional resources for PSTs. Because the final professional experience is the most high-staked, JCU academic liaisons (ALs) will make at least one school visit, and where physical distance is a barrier, teleconference/videoconference will be used.

PSTs are "positioned as being responsible for their own professional learning, and making a contribution to their peers and others in their professional learning community" (Le Cornu, 2015). The developmental learning model refines their knowledge, skills and dispositions about the complex work of teaching. Professional experience is an important source for them to "generate new ways of learning within and through practice, rather than the mere application of theoretical knowledge in practice" (Le Cornu, 2015).

Site coordinators (SCs) play a pivotal role in sustaining effective partnerships. They take on a range of administration and supervision responsibilities but most importantly, they identify suitable supervising teachers to support professional learning and renewal. They also take on a key role in communicating expectations with stakeholders, and supporting supervising teachers in the assessment, moderation and reporting process.

Supervising teachers tend to have the most significant impact on PSTs' professional experience. Stakeholders in high quality professional experience recognise "the learning opportunities a professional placement offers both the preservice and supervising teachers" (Le Cornu, 2015). The role of supervising teachers entails more than supervision. They play a key educative role in mentoring, coaching and guiding preservice teachers to the complex work of teaching. It is the quality of this dyadic relationship that either promotes or thwarts PST's development (Lewthwaite & Wiebe, 2007). In recognition of these substantive tasks that significantly impact the quality of professional learning, we affirm our colleagues' status as site-based teacher educators (SBTEs).

The structure of this professional experience program thus underpins APST 6: Professional Engagement for Lead teachers, specifically APST 6.1 and 6.2 that make clear the imperatives and processes of professional learning.

SBTEs who are highly accomplished teachers demonstrate these standards:

APST 6.1

Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.

APST 6.2

Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

Being a SBTE - capturing the Australian Professional Standards for Highly Accomplished Teachers

Behave ethically	Interpersonal skills are highly developed. Make evidence-based professional judgement on preservice teachers' learning
Highly effective, skilled classroom practitioners	Work independently and collaboratively to improve practice of self and others. Share knowledge and practices actively with colleagues
Contribute to learning of colleagues	Guide, advise and lead preservice teachers Initiate and engage educational discussions.
Have in-depth knowledge	Model quality teaching and describe their curricular decision-making process Work with others to plan. Reflect critically and based on evidence.
Maximise learning opportunities for their students based on their diversity.	Seek strategies for positive productive learning environments. Use evidence to improve teaching.

Being a JCU preservice teacher – capturing the Australian Professional Standards for Graduate Teachers

Behave ethically	Respect school community and code of conduct Articulate a positive future for education and community
Active and keen learners of teaching	Take a strong responsibility for their own professional learning: work independently and collaboratively to develop knowledge, skills and capabilities Open to learning, responsive to context and feedback
Contribute to learning of colleagues	Share knowledge, practices and resources Initiate and engage in professional conversations that improve practice and decision-making skills
Possess professional knowledge	Demonstrate all APSTs at a minimum of Graduate level Develop a reflexive criticality in consideration of policy, research and practice Reflect critically and based on evidence.
Contribute to student learning	Seek strategies for productive learning environments. Use evidence to improve teaching.

“What is most apparent about the qualities of highly accomplished teachers is not just that they have high levels of personal teaching competence but they also have the capacity and willingness to work effectively with their colleagues to improve the teaching practice across the school” (Cole, 2012).

In what ways can SBTEs and PSTs co-construct a collegial and positive professional learning environment?

“development is a joint function of the individual and his or her environment. Most important is the dyadic relationship between SBTE and PST”.

(Lewthwaite and Wiebe, 2012)

	SBTEs	PSTs
Orientation	<ul style="list-style-type: none"> - Welcome preservice teachers to the classroom and school community; introduce them to colleagues, and support them to develop productive learning relationship with themselves, colleagues and students. - Provide a purposeful walkthrough - Provide curricular documents, school policy and procedures and student data to inform planning and teaching - Feed up: clarify expectations - describe, illustrate and ensure understanding - Encourage PSTs to share goals 	<ul style="list-style-type: none"> - Prior to professional experience: <ul style="list-style-type: none"> ▪ familiarise with school context, curricular documents, practicum requirements ▪ Initiate meeting with SBTEs and SCs to clarify expectations - Learn student and staff names - Request and read school policy and procedures, curricular documents and student data - Feed up: articulate and clarify their goals for practicum, and how you will monitor and evaluate your contributions - Work to become part of their practicum class and broader practicum setting by way of contribution and engagement. - Move beyond passive recipient and observer to become a supportive and positive part of the classroom.
Facilitation	<ul style="list-style-type: none"> - Demonstrate a range of pedagogical, assessment, classroom management and evidence-based evaluation strategies, and support PSTs in using these strategies - Explain curricular decisions ['think-aloud'] - Build PSTs' understandings of student data and assist them to interpret and draw on data and student feedback to effectively plan and modify their teaching - Share resources and guide PSTs to use them - Encourage PSTs to apply their course-work knowledge to curricular design, teaching and classroom management - Assure PSTs that "errors are the essence of learning and they are to be welcomed as opportunities" (Hattie, 2013): encourage reflection and affirm courage to take informed risks in learning 	<ul style="list-style-type: none"> - Study and document SBTEs' practices in planning, pedagogical, assessment, classroom management, student data collection and analysis, communication to students, colleagues and parents/carers - Seek understanding of SBTEs' curricular decision making process - Prepare resources that support student learning (use and adapt existing resources; create resources) - Document their practices to facilitate selection of evidence for learning portfolio - Communicate respectfully, clearly and openly to support learning and wellbeing - Participate in reflective collaboration - understanding that learning cannot happen in isolation - <i>to learn "new practices and to unlearn old assumptions, beliefs and practices"</i>(Le Cornu, 2008)

Coaching	<ul style="list-style-type: none"> - Determine PSTs' competence and confidence (What do they need? When?) to encourage, push and stretch quality of practice: <ul style="list-style-type: none"> ▪ Task support: material, technical, procedural ▪ Social/emotional support: encourage, assure, affirm, reinforce safe and positive learning environment - Provide descriptive, focused and timely feedback to support performance, particularly when requested by PSTs - Balance feedback with affirmation of strength and progress, with descriptive suggestion on how to improve - Analyse PSTs' learning climate: observe non-visual cues and listen to PSTs' reflections - Strengthen professional learning relationship: share dilemmas and struggles, affirm and encourage PSTs - Encourage PSTs to experiment different strategies, and develop an authentic professional identity 	<ul style="list-style-type: none"> - Practise skills: model, adopt, adapt, apply, experiment, generate - Critically analyse skills and strategies - Refine skills based on reflection and feedback: demonstrate high expectations - Solicit feedback: be specific on what they want to know - Be reflective: beyond consideration of teaching technical skills, include developing <i>educational and ethical decision making dispositions, knowledge and practices at the heart of the work that teachers do</i> (Le Cornu, 2008) - Reframe unconstructive perspective: de-catastrophise, identify learning opportunities, analyse what and how, rather than 'blaming, and fault finding'. - Communicate concerns and struggles
Evaluation	<ul style="list-style-type: none"> - Provide timely descriptive and focused formative feedback [written and verbal] - Evaluate performance based on evidence and APST Graduate Career Stage descriptors - Feed forward: suggest how improvements can be made - Consult and moderate with colleagues, site based coordinators and university staff 	<ul style="list-style-type: none"> - Provide timely and descriptive feedback to SBTEs - Embrace errors, miscues and misunderstandings as learning opportunities. - Reflect on SBTEs' evaluation and re-plan to improve performance

See also: [Queensland Experience Reporting Framework: Professional Experience Checklists](#) that outline the expectations of site coordinators and SBTEs.

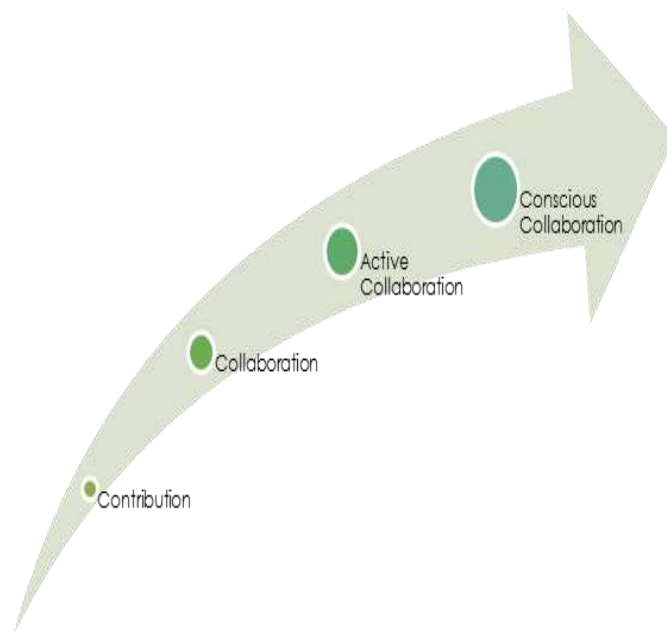
“(M)entors must not only educate teacher candidates to what has been/is but to do so in such a way that preserves their capacity to act in ways that might renew the profession” (Phelan et al., 2006).

III. Professional Experience Program

The professional experience program is systematically organised to be progressively more complex in the activities as well as the interaction with colleagues and school community. Professional learning over the four years is organised in the following foci: contribution, collaboration, active collaboration and conscious collaboration to articulate a coherent development.

Pathway to Graduation: APST GRADUATE teacher standard and independent teaching.			4 th year
1 st Year	2 nd Year	3 rd Year	Conscious contribution
Contribution	Collaboration	Active collaboration	What is my impact on student learning and how do I know?
How can I know my learners and how does my views shape my practice and contribute to student learning?	What can I do to foster a positive learning culture through my lesson design and knowledge of learners?	What is the impact of my curricular decisions on student learning?	
In this year, preservice students learn about learning, schooling and the ways teachers impact the students they will teach. By the END of this year preservice teacher demonstrates Australian Professional Standards for Teachers (1-7) and for B Ed (ECE) students an understanding of the Early Years learning Framework at an <u>introduced</u> level.	Having critically examined teaching and learning, preservice teachers in this year will focus on creating positive learning environments and designing learning experiences for diverse learners. By the END of this year preservice teacher demonstrates Australian Professional Standards for Teachers and for BEd(ECE) students the Early Years Learning Framework at an <u>introduced</u> and <u>developed</u> level.	After observing and collaborating on lesson design, the preservice teachers focus this year on developing their own consciousness in teaching so they are able to anticipate the needs of students in the practicum setting. By the END of this year preservice teacher demonstrates understanding of the Early Years Learning Framework, the Australian Curriculum and the Australian Professional Standards for Teachers at a <u>developed</u> level.	This final year of learning in the program focusses on teachers as leaders in both pedagogy and practice, through classroom as well as school and community engagement. Creating positive and action competent students and classrooms are central to this phase. By the END of this year the preservice teacher demonstrates an understanding of the Australian Professional Standards and for BEd(ECE) students the Early Years Learning Framework at an <u>assured</u> level.

A Developmental Approach: The focus of each practicum



1st year: Contribution

“How can I know my learners and how do my views shape my practice and contribute to student learning?”

In their first phase of professional experience, preservice teachers draw on their introductory understanding of schools and cultural diversity to guide their observation and consideration of the notion of learners as diverse. They begin a critical inquiry on their formative teaching identity with this focus question: How does my perspective of students shape my practice and contribute to student learning?

In this phase, they contribute to their SBTEs' efforts in shaping positive learner identities, and learning practices. They also reflect on their contributions to analyse their disposition to, and ethic of care.

SBTEs engage in professional learning as they demonstrate and describe their practice to support preservice teachers to:

- refine their philosophy of teaching, culture diversity, education and understanding of the practice of care
- acquire process knowledge about ways to know students and respond productively to the real contexts of this diversity: what sources of information and strategies are used to know students and inform teacher decision making
- rethink learners and learning beyond their familiar practice, biases and presumptions and seek to understand the meaning of, and engagement in learning from that of students

At the end of this phase, preservice teachers embark on a professional development trajectory that is committed to a learner and learning centred orientation and reflexive in their care for student learning. They articulate a positive future for their students, and their profession (Crowther et al, 2012).

2nd year: Collaboration

“What can I do to foster a positive learning culture through my lesson design and knowledge of learners?”

In 2nd year, preservice teachers draw on their foundational knowledge of learners, and lesson design to work collaboratively with their SBTEs. They develop their critical inquiry into their own teaching identity by asking: What can I do to foster a positive learning culture through my lesson design and knowledge of learners?

Preservice teachers develop their foundational understanding of lesson planning by collaborating with their SBTEs in planning, teaching and evaluation. This active learning experience is characterised by an exchange of understanding of practice. Coreflection of mistakes is also an important formative learning experience.

SBTEs engage in professional learning as they demonstrate and describe their practice in planning and teaching. They develop preservice teachers' ability to:

- use curricular frameworks to determine lesson outcomes
- design learning activities based on outcomes and learners' characteristics
- monitor and evaluate the impact of their practice on student learning to inform lesson design
- foster a positive learning environment

- learn from their planning and teaching mistakes

In this phase of their professional development, preservice teachers strengthen their commitment to learners and learning by developing their practice of pedagogy of equity, as well as by taking up a professional orientation that recognizes a teacher's role as significant in supporting student learning and success.

3rd year: Active Collaboration

“What is the impact of my curricular decision on student learning?”

In 3rd year, preservice teachers have a more developed curricular knowledge that enables them to take up a collective responsibility with their SBTEs. The inquiry question in this phase is: What is the impact of my curricular decisions on student learning?

Preservice teachers enact active collaboration by listening to their SBTEs' curricular goals for the students, and responding to these goals by suggesting relevant pedagogical strategies, learning activities, resources and ways to monitor student learning as they engage in active coplanning and coteaching.

SBTEs engage in professional learning by observing, encouraging and offering timely descriptive feedback to preservice teachers' planning, teaching and supporting learning. They develop preservice teachers' ability to:

- use curricular frameworks to plan appropriately sequenced lessons
- select and use appropriate teaching strategies
- monitor and evaluate the impact of their practice on student learning to inform lesson design
- foster a positive learning environment
- learn from their planning, teaching and classroom management mistakes

In this phase of professional development, preservice teachers strengthen their agentic and ethical decision making disposition towards professional relationships and professional learning.

4th year: Conscious Contribution

“What is my impact on student learning and how do I know?”

Preservice teachers enter their final year professional experience with a focused effort to articulate their graduate teacher identity and practice. At the completion of this phase, preservice teachers demonstrate professional knowledge and practice that reflect all the Australian Professional Standards for graduate teachers. As well, they articulate a professional image that resonates with their convictions about what they seek to contribute to the profession.

In the penultimate phase of professional experience (ED4488), preservice teachers and their SBTEs engage in a cocreation and cogeneration of new knowledge from collective planning, teaching and evaluating teaching.

SBTEs take on an active coaching role to prepare preservice teachers to meet the final reporting requirements. The coaching stance emphasises a shared responsibility, empathy and care in the relationship. They help them set goals and support them in meeting those goals by encouraging, extending and refining preservice teachers' planning, teaching, assessing and managing of learning. They sharpen preservice teachers' confidence and ability to carry out a classroom

teachers' tasks independently. Their continuous professional conversations support preservice teachers to:

- set goals
- evaluate their current practice in relation to reporting framework
- identify ways to bridge the gap between their practice and goals
- take steps to meet the final prac expectations

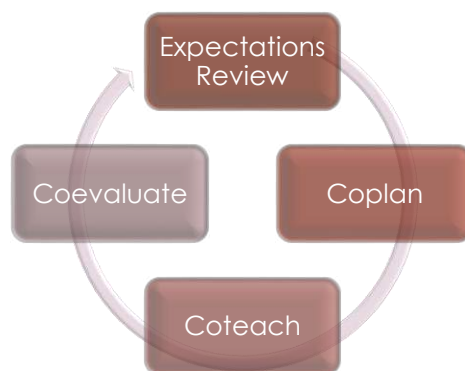
The final phase of professional experience (ED4489) focusses on teachers as leaders of their student learning and success. It culminates with preservice teachers engaging with their SBTEs' curricular goals and knowledge of learners to create an appropriate and coherent sequence of lessons that responds to student diversity, and promotes student learning. The final inquiry question demands preservice teachers to consider their ethic of care, and their impact on student learning. They engage in a systematic inquiry of student learning and professional practice to respond to the question. Further, in this phase, preservice teachers will actively extend their networks of collegial and community support to strengthen their agentic and ethical decision making dispositions toward professional relationships and professional learning.

“Recognition is growing that future teachers need to be placed in situations where they are active learners in the process of learning how to teach – that they should be placed in situations where they have to learn how to think like a teacher” (Ingvarson et al. 2014).

IV. Professional Learning Cycle: What do you have to do?

“three great means of nurturing the ethical ideal: dialogue, practice and confirmation”
(Noddings, 2003)

Professional learning is conceptualised as co-constructive and over these four developmental phases: contribution, collaboration, active collaboration and conscious contribution. Each phase entails a recursive learning cycle that begins with a review of expectations to support the following stages of active learning through coplanning, coteaching and coreflecting. These phases offer graduated opportunities for preservice teachers to develop their confidence and capacity to engage in the complex work of teaching.



Expectations Review

Engaging in an open and respectful dialogue about expectations is a critical activity to ensure a successful and rewarding professional experience. This is a shared responsibility and requires clarity in communication to achieve a shared understanding of the professional learning intentions as well as expectations.

Preservice teachers will initiate a meeting with their SBTEs prior to their practicum. The purpose of this meeting is to start the practicum with an understanding of the standpoint of both individuals. It is both diagnostic groundwork and an **opportunity** to set goals, connect on similarities and identify differences for both self-discovery and to initiate the coconstructivist learning relationship. To this end, preservice teachers will provide a one-page introduction to their SBTEs prior to the meeting. The introduction will include these four areas: brief description of self, professional experience goals for each APST, knowledge, capabilities, skills and talents, and expectations. Preservice teachers will be positive, open and responsive in this conversation. They will share their understanding of the professional requirements, as well as give respectful consideration to their SBTEs' perspective.

SBTEs will too be open and explicit in communicating their expectations. Their expectations are informed by their understanding of the needs of the class, the professional experience handbook, as well as the preservice teachers' goals for their professional experience. Ongoing conversations, and review of expectations contribute to successful and rewarding professional experience.


This is also an important point to negotiate:

- a timeline of tasks and distribution of responsibilities
- explicit description of expectations of each evaluation criterion (see QPERF)

Collaborative Professional Learning: Coplanning, coteaching and coreflecting

SBTEs and PSTs will discuss their shared responsibilities in each stage of the collaborative professional learning as well as determine a timeline for a gradual of release of responsibilities. This timeline should also be responsive to PSTs' confidence. Adapting from literature on gradual release of responsibility, the table below outlines the collaborative professional learning process.

How to Approach Professional Learning?

Timeline	Collaborative Learning Stage	SBTEs	PSTs
 Increasing Confidence	Model	<ul style="list-style-type: none"> • Demonstrate and describe desired quality of performance • Identify and explain the evidence/research/policy that informs their practice • Provide timely and descriptive feedback to confirm, correct and refine practice 	<ul style="list-style-type: none"> • Listen, observe, document and models SBTEs' practices • Reflect and refine practice
	Collaborate	<ul style="list-style-type: none"> • Demonstrate and describe selected segments of a planning/teaching task (what PSTs are not confident in doing) • Support, scaffold and synchronise to complete the task • Provide descriptive feedback to prompt reflection 	<ul style="list-style-type: none"> • Select and demonstrate segment of a task (what PSTs feel confident in doing) • Adopt and/or adapt SBTEs' examples • Observe SBTEs' contribution to completing the task • Reflect and refine practice
	Guide	<ul style="list-style-type: none"> • Support setting of learning intents • Observe and prompt • Provide reflective questions to probe curricular considerations 	<ul style="list-style-type: none"> • Apply and adapt examples of practice • Monitor and evaluate their contribution to student learning
	Work Independently (final stage of practicum)	<ul style="list-style-type: none"> • Coach: observe, prompt, refine, sharpen performance • Evaluate practice 	<ul style="list-style-type: none"> • Create a quality of practice that reflects shared expectations • Generate performance that reflects aspired professional identity • Monitor and evaluate their contribution to student learning

Coplanning

Coplanning makes visible curricular thinking and promotes pedagogical conversations that celebrate the complex, creative and intellectual work of teaching. PSTs will draw from their coursework knowledge and professional experience to contribute to coplanning. SBTEs will support PSTs' learning over a gradual release of responsibility in planning. SBTEs will model, share, guide PSTs to independent planning.. In each stage, the conversations will include a sharing of curricular considerations on intent, differentiation, lesson design, pedagogical and resource selections.

Coteaching

Coteaching provides an active learning opportunity for preservice teachers to share responsibility in executing the lesson plan, enacting selected pedagogical strategies, observing and responding to their SBTEs' performance, as well as observing student responses. PSTs will be guided to teaching independently, with SBTEs modelling, sharing and describing their practices in teaching, monitoring and gathering evidence of student learning and managing an effective classroom. Over the four years of professional learning, PSTs develop their craft in teaching by modeling, blending and experimenting. Also, they sharpen their agility in making pedagogical decisions, and increase their fluency in describing their practice.

Coevaluating

As a coconstructive professional experience, coevaluation is an important activity to clarify and affirm learning in the professional experience. PSTs will take an active responsibility to monitor and evaluate their contributions to student learning, as well as their professional development. They will share their reflections as well as consider their SBTEs' review of their performance. Whilst SBTEs have the formal responsibility to evaluate and report on PSTs' performance, they recognize this coevaluation activity offers a critical opportunity for professional conversations about curriculum, pedagogy and student learning.

By the final day of professional experience, they will discuss and review PSTs' learning portfolio of evidence. PSTs are expected to discuss the samples of work to demonstrate their stage of learning prior to SBTEs completing the report. SBTEs will provide PSTs with formative feedback to support their next phase of professional experience, and explain their evaluation.

“[P]ractice on its own does not necessarily result in change, more explicit attention is needed to have pre-service teachers understand and articulate their professional identity—who they want to be(come) as teachers and how this can be possible. Pre-service teachers need to be repositioned (and position themselves) as contributors to educational change rather than being viewed solely as receivers of knowledge” (Patrick, 2013).

Review on practice: Making curricular decision-making process visible

A guide for PSTs and SBTEs to engage in professional conversations on learning and teaching.

EXPECTATIONS REVIEW

What is your learning intent?
What informs your intent?
What contributions will you make to student learning?
What are your expectations of your colleagues, and what can be expected of you?
How will you know your learning has been successful?

COTEACHING

What teaching strategies will you use? Why?
How do you sustain student learning and interest?
How do you enact care for your students?
How do you ensure a positive learning environment?
How do you address misconceptions?
Which strategies do you use to elicit higher order thinking?
How do you engage in opportunities for incidental learning and inquiry should they arise?

COPLANNING

What resources will you use to inform your planning?
What outcomes are appropriate for the class? How do you know?
How does the learning context influence your decisions?
How will you know your learners? What do you want to know? How will use the information for planning?
What activities and/resources will you use to encourage students to be intellectually curious and stretch their learning?
What activities/resource will you use to scaffold students to success?
How are you differentiating student learning? Why?
How does assessment influence your planning?

COEVALUATION

How do you check for student understanding?
How do you give feedback to support learning? Why? When?
What have you learnt from your mistakes?
What will you choose as evidence for your portfolio?

What Coplanning 'looks like' in final year?

Coplanning Activities (SBTEs)	Coplanning Activities (PSTs)
<p>Coplanning for professional experience.</p> <ul style="list-style-type: none"> • Read and discuss the PSTs' strengths and areas for development. • Read and negotiate PSTs' articulated learning goals for practicum. • Meet with PSTs to consider and collaborate on an explicit plan for the placement – this plan needs to reflect (i) the aims and learning outcomes of the university course/subject that the specific placement is part of, (ii) PSTs' previous experience in school-based learning context(s), and (iii) the Australian Graduate Standards domains of learning targeted during the placement. <p>Coplanning for student learning</p> <ul style="list-style-type: none"> • Engage, model, guide, advise and observe. • Provide opportunities for PSTs' learning and challenge during practicum. • Share and collaborate on what students must <i>know and do</i> and how that influences planning for learning. • Model planning and share plans of various forms. • Discuss and collaborate during planning - use think-alouds, spell out curricular thinking, background knowledge and rationale. • Verbalise your curricular considerations on outcomes, learning differentiation, lesson design, pedagogical and resource selections. • Gradually release the responsibility of planning to preservice teachers appropriate to their learning-to-teach phase. • Provide teaching and learning activities that enable the PSTs to develop relevant skills and knowledge prior to their summative assessment. • Support the PSTs with resources, models and descriptive feedback to write detailed plans. • Give descriptive feedback on PSTs' plans and planning practice. Be specific - help PSTs understand what needs improvement. 	<p>Coplanning for professional experience.</p> <ul style="list-style-type: none"> • Reflect prior to practicum - identify own strengths and areas for development. • Lists learning goals for practicum framed to the APST, the learning-to-teach stage, JCU practicum and course work requirements. • Meet with your SBTEs to collaborate on an explicit plan for the placement – this plan needs to reflect (i) the aims and learning outcomes of the university course/subject that the specific placement is part of, (ii) previous experience in school-based learning context(s), and (iii) the Professional Standards (Graduate) domains of learning targeted during the placement. <p>Coplanning for student learning</p> <ul style="list-style-type: none"> • Collaborate with SBTEs to understand what students must know and do and how that influences the planning for learning. • Seek models of planning in various forms. • Discuss and collaborate during planning - Use and seek think-alouds; spell out your curricular thinking, background knowledge and rationale – link practical work to course work. • Verbalise your curricular considerations on outcomes, learning differentiation, lesson design, pedagogical and resource selections. • Write detailed plans with explicit links to curriculum and other contextually relevant knowledge. • Share your plans with your SBTEs. Seek elaborative feedback. • Gradually increase your responsibility for planning appropriate to your learning-to-teach phase. • Collect evidence of learning and practice for your preservice learning portfolio.

What Coteaching 'looks like' in final year?

This involves two individuals, the PST and their SBTE, each with different worldviews, coming together for a mutual goal – student learning and coteaching as an active adult learning opportunity.

Coteaching Activities (SBTEs)	Coteaching Activities (PSTs)
<ul style="list-style-type: none"> • Model and describe desired teaching strategies. • Spell out your actions in reflective dialogue with the PSTs. • Make explicit your pedagogical decisions. • Share responsibility in executing a plan; gradually release responsibility to PSTs over duration of practicum based on agreed explicit plan for placement. • Observe and respond to PSTs' performance, as well as observing student responses to different teaching performances. • Give written and verbal descriptive feedback on PSTs' teaching. Provide opportunity and resources to relearn and revise performance. • Model reflective teaching practice. • Ask questions of the PSTs, test assumptions and inquire into the actions you observe. • Offer support and encouragement to PSTs as they develop confidence and skills in teaching. • Consider ways in which the coteaching experience enhances your own professional learning. 	<ul style="list-style-type: none"> • Observe SBTEs' teaching. • Share responsibility in executing a plan, as your experience and learning grows, so will your responsibility for planning independently. • Observe and respond to your SBTEs' teaching, as well as observe student responses to different pedagogical strategies. • Over time, develop your teaching by modeling, blending and experimenting. • Describe your pedagogical decisions and performance in reflective dialogue with SBTEs. • Seek and respond to descriptive feedback to understand why an action was appropriate, effective, productive or inappropriate, ineffective and unproductive. • Embrace opportunities and resources to re-learn and revise performance. • Ask questions of your SBTEs– engage in reflective dialogue – test assumptions and inquire into the actions you observe. • Acknowledge and affirm the contributions of SBTEs as the professional learning relationship develops. • Collect evidence of learning and practice for your learning portfolio.

What Coevaluation 'looks like' in final year?

This is an essential activity to clarify and affirm learning in the professional experience. Whilst SBTEs have the formal responsibility to evaluate and report on preservice teacher's performance, both parties recognize this coevaluation activity offers a critical opportunity for professional conversations about curriculum, pedagogy and student learning.

Coevaluation Activities (SBTEs)	Coevaluation Activities (PSTs)
<ul style="list-style-type: none"> • Make judgements based on the opportunities provided by you in the context. • Give written and verbal descriptive feedback on PSTs' teaching. Provide opportunity and resources to re-learn and revise performance. • Help PSTs to reframe their reflection. • Model and engage in critical inquiry beyond technical teaching strategies by sharing with PSTs: <ul style="list-style-type: none"> ○ Your personal goals for this professional learning, and how you monitor your professional growth. Which APST at Highly Accomplished or Lead level did you want to develop? Why? ○ How did it improve your practice? ○ What was your contribution to PSTs' professional learning? How do you know? • Meet with PSTs on the final day of practicum to review their learning portfolio and provide formative feedback to support next phase of professional experience. • Evaluation is based on PSTs' overall performance as well as presentation of portfolio. 	<ul style="list-style-type: none"> • Take an active responsibility to monitor and self-critique your contribution to student learning, as well as your professional development. • Collate evidence in an accessible organised manner. • Use APST to frame your reflection: identify evidence to support your reflection. • Document and share your reflections. • Document your response to your SBTEs' feedback of your performance • Engage in critical inquiry beyond technical teaching strategies by engaging with the guiding inquiry question for the practicum. • Schedule a meeting on the final day of practicum to share discuss your learning portfolio of evidence

V. Guide to Assessing: How to Judge the PST

Professional experience is an opportunity for preservice teachers to learn within and through practice. Their learning is demonstrated by their contributions to student learning as well as reflections on their contributions. On that basis, a key question guiding SBTEs' evaluation in each phase is: Has the preservice teacher shown sufficient evidence of a deep interest to learn and develop their professional knowledge and skills? Formative feedback is therefore central to supporting preservice teachers' professional learning, and requires SBTEs to take on a mentoring, and coaching role to guide preservice teachers to the complex tasks of the profession.

Assessment Ratings:

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

APST Graduate Career Stage:

- demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics
- understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
- possess understanding of their subject/s, curriculum content and teaching strategies
- design lessons that meet the requirements of curriculum, assessment and reporting
- demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
- know how to select and apply timely and appropriate types of feedback to improve students' learning
- demonstrate knowledge of practical strategies for creating rapport with students and managing student behaviour
- know how to support students' wellbeing and safety working within school and system curriculum and legislative requirements
- understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school
- understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education

Making Judgement in Phase 1: ED4488

Required minimum level of attainment: 'D' (developing towards Graduate level) for ALL descriptors

A 'D' standard of performance in this phase is characterised by the following:

- An approximation of a 'Graduate' standard: SBTEs and Site Coordinators are confident that over the length of this practicum, the preservice teacher has shown adequate progress and is on a learning trajectory that will *likely* achieve a Graduate standard in the final practicum.
- NB: PSTs will have at least one more professional practice focused subject, *Teaching for Learning 3* to complete before they commence their final practicum.

Preservice teachers' learning is evidenced by active steps in:

- communicating, monitoring and evaluating professional experience goals and learning
- sourcing school documents to support planning and teaching
- seeking multiple sources to understand learners and their learning and drawing on this understanding in their planning, teaching, assessing and managing of student learning
- seeking to understand and draw on SBTEs' curricular thinking and practices
- seeking and responding to feedback from learners
- seeking and responding to feedback offered by their SBTEs and other school and university educators
- reflecting on student learning, and the impact of their effort
- contributing to the classroom, and school community in ways that reflect care and respect for the school goals, environment and staff and student welfare
- expanding knowledge base: researching, reading, listening, observing, communicating
- taking pedagogical risks that are informed by research, university learning, feedback from SBTEs, school colleagues and university educators
- learning from and through pedagogical mistakes

Making Judgement in Phase 2: ED4489 and Specialist Practicum: ED4487

Required minimum level of attainment: 'G' (Graduate level) for ALL descriptors.

SBTEs' formal evaluation of preservice teacher will take into consideration:

- the above evidence of learning
- daily practices
- presentation of formative learning portfolio of evidence
- moderation with Site Coordinator and JCU Academic Liaison

Reporting Requirements

SBTEs complete TWO Reports:

1. Statement of Completion
2. Queensland Professional Experience Reporting Framework (QPERF)
 - Secondary: One QPERF for each SAT

Moderation process involves:

- Site coordinator (SC)
- JCU Academic Liaison (essential in Phase 2 and Specialist practicum)

Reporting Steps:

At a minimum ←	→ Where conditions (time, staff) permit
<p>* Regular formative feedback (coevaluation) that informs preservice teachers of their strength and areas that require improvement: describe, and make suggestions to improve</p> <p>* Mid-point check on professional learning: use the QPERF to review engagement to learning (advise PSTs where their performance is at for each indicator)</p> <p>On the final day of practicum,</p> <ol style="list-style-type: none"> 1. PSTs present their learning portfolio to outline their performance, particularly in areas of concerns to SBTEs 2. <u>SBTEs evaluate</u> PSTs' performance using QPERF on the final day 3. SBTEs provide PSTs an indication of their performance (verbally and/or written) 4. SBTEs advise PSTs if they failed any indicator 5. SBTEs complete Statement of Completion (if unsure, they can leave the last box on PSTs' minimum attainment grade unchecked) 6. PSTs sign off on Statement of Completion and <u>return to SBTEs</u> <p>After final day of practicum,</p> <ol style="list-style-type: none"> 7. SBTEs complete reports, and moderate results with SCs 8. SCs contact JCU Academic Liaisons if PSTs fail to meet a standard, or require input from JCU (Section 8: Moderation, QPERF) 9. SBTEs and SCs sign on <ul style="list-style-type: none"> • Section 9: Signatures, QPERF • JCU Statement of Completion 10. SCs send QPERF and Statement of Completion to JCU Profex within 7 days of practicum completion (or give them to PSTs to submit to JCU Profex) 	<p>* Regular formative feedback (coevaluation) that informs preservice teachers of their strength and areas that require improvement: describe, and make suggestions to improve</p> <p>* Mid-point check on professional learning: use the QPERF to review engagement to learning (advise PSTs where their performance is at for each indicator)</p> <p>On the final day of practicum:</p> <ol style="list-style-type: none"> 1. PSTs present their learning portfolio to outline their performance, particularly in areas of concerns to SBTEs 2. <u>SBTEs and SCs evaluate</u> PSTs' performance using QPERF 3. SBTEs and SCs provide PSTs an indication of their performance (rate all indicators; verbal feedback) 4. SBTEs and SCs advise PSTs if they failed any indicator 5. SBTEs complete Statement of Completion (if unsure, they can leave the last box on PSTs' minimum attainment grade, unchecked) 6. PSTs sign off on Statement of Completion and <u>return to SCs</u> <p>After the discussion of learning portfolio:</p> <ol style="list-style-type: none"> 7. SBTEs complete reports, and moderate results with SCs 8. SCs contact JCU Academic Liaison if PSTs fail to meet a standard, or require input from JCU (Section 8: Moderation, QPERF) 9. SBTEs and SCs sign on <ul style="list-style-type: none"> • Section 9: Signatures, QPERF • JCU Statement of Completion 10. SCs send QPERF and Statement of Completion to JCU Profex (or give them to PSTs to submit to JCU Profex) within 7 days of practicum completion

In Phase 1 (ED4488): Preservice teachers are required to be at a minimum of Developing towards graduate level (D) to proceed to Phase 2.

In Phase 2 (ED4489) and Specialist Practicum (ED4487) Preservice teachers are required to meet a minimum of Graduate Level (G) for successful completion of professional experience.

VI. Snapshot of 4th Year Professional Experience

Learning intent:	Preservice teachers are working towards meeting the APST Graduate level requirements. The practicum is formative and summative – PSTs will hone their professional dispositions, skills and knowledge towards teaching. Preservice teachers will learn to use data, evidence based practice to coplan, coteach and coevaluate their teaching in a way that is context specific and responsive to student diversity and learning needs.
Success criteria:	At the completion of this phase preservice teachers will: <ul style="list-style-type: none">• demonstrate professional knowledge and practice that reflect all the Australian Professional Standards for graduate teachers to an assured level.• participate fully in school life, actively extend their networks of collegial and community support to strengthen their agentic and ethical decision making dispositions toward professional relationships and professional learning.• will consider their ethic of care, and respond to the inquiry question: <i>what is the impact of my teaching on student learning?</i>
Rationale:	Preservice teachers enter their final year professional experience with a focused effort to define their graduate teacher identity and articulate their practice.

Phase 1: ED4488

ECE
2 weeks school
setting
+
2 weeks prior to
school setting

Primary/Secondary
4 weeks



coplan



coteach



coevaluate

VII. Overview of Phase 1 (ED4488)

January – February

Outline of Activities

Week	Early Childhood	Primary & Secondary
1	<p><i>School setting: 5-8 years</i></p> <p>Expectations Dialogue Observation: Learner Profile Coplan 2 activities/lessons (literacy and numeracy), Coteach 2 activities Coreflect (midpoint evaluation based on QPERF)</p>	<p>Expectations Dialogue Observation: Learner Profile Coplan 2 lessons (Primary: literacy and numeracy; Secondary: 1 lesson in each SAT) Coteach 2 lessons Coreflect</p>
2	<p>Coplan, coteach 2 days independent teaching Coreflect</p> <p><i>REPORTING</i> (by the final day): PSTs present portfolio of evidence SBTEs review PSTs' presentation, explain evaluation and outline what will be written in the report; completes report</p>	<p>Coplan, coteach (3 days) Coplan, independent teaching (2 days) Coreflect (mid-point evaluation based on QPERF)</p>
3	<p><i>Prior to school setting: 3-5 years</i></p> <p>Observe, coplan, coteach (3 days) Coplan and Independent teaching (2 days)</p>	<p>Coplan and independent teaching Coreflect</p>
4	<p>Coplan, coteach Plan and teach (3 days) Coreflect</p>	<p>Full load: Plan and teach Coreflect</p>
Final Day	<p>PSTs present and discuss portfolio of evidence SBTEs review and reflect on PSTs' presentation of learning portfolio, explain evaluation and complete report</p>	

Reports (Statement of Completion & QPERF) to be completed by the school and returned to JCU by the site coordinator (or given to PSTs to submit to JCU) **within 7 days of completion of practicum**

REMINDER: Attendance must be for complete school days and include school meetings and extra curricula activities. Preservice teachers must notify the school immediately if they cannot attend for any reason and **must negotiate make-up days**. They must also notify the Professional Experience Unit of any changes negotiated.

Professional Learning Activities for School Settings – Phase 1

The essential product of this professional experience is the final year preservice portfolio arranged in APST using Queensland Department of Education and Training Professional Experience Reporting Framework (QPERF). PSTs will add illustrations of practice from this practicum to their learning portfolio.

In ED4488, the portfolio should include selected evidence for all five sections of QPERF:

QPERF Requirements	Evidence
Personal statement	Written philosophy, professional experience goals
1. Planning	4 samples for each of the following (Secondary: 2 for each SAT): <ul style="list-style-type: none"> ○ Lesson plans and post implementation annotations ○ Written reflections ○ Learner profiles (OneSchool data if available; observations)
2. Teaching	4 samples for each of the following (Secondary: 2 for each SAT): <ul style="list-style-type: none"> ○ Differentiated learning activities ○ Annotated student work (evidence of monitoring and supporting student learning) ○ ½ page reflections: including reflection on the application of SBTEs' feedback (APST 6.3)
3. Managing	Annotated school's safe and supportive policies; Document expectations of student learning and behavior that show care for individuals, as well as considerations of school policy; Document SBTEs' feedback on communication skills, strategies in fostering learning and engagement; ½ page reflections: including reflection on the application of SBTEs' feedback.
4. Assessing and Recording Learning	4 samples for each of the following (Secondary: 2 for each SAT): <ul style="list-style-type: none"> ○ Annotation of SBTEs' data gathering tools ○ Assessment tasks and post-implementation annotation ○ Written feedback to students ○ Pre and post tests to monitor and evaluate student learning ○ Record of SBTEs' moderation practices ○ Annotated student learning ○ ½ page reflections: including reflection on the application of SBTEs' feedback
5. Professional Conduct	Document SBTEs' feedback on your understanding and adherence to legislative requirements; Document participation in school activities (one page): duties, staff meetings, PDs; Annotation of key school policies and procedures (selected samples).
Reflection	Complete QPERF Professional Development Reflection for this practicum phase.

Preservice teachers are expected to present and discuss this learning portfolio by the last day of practicum for coevaluation with SBTEs.

Required standard: Minimum of Developing Towards Graduate Level (D) in all descriptors.

Activity: Personal Statement (500 words maximum: paragraph or dot-point format)

The personal statement must make reference to the following:

- Australian Professional Standards for Graduate Teachers
- current knowledge, skills, capabilities and personal attributes relevant to teaching
- role of reflective practice in teaching and learning
- professional experience goals for this phase: what they are, and how you will evaluate the outcomes.

Learning Activity: Planning

- o Complete a class profile using a range of resources: observation, SBTEs' data sources, available school data and policy frameworks. Write and review learner profiles to inform planning.
- o Draw on achievement data/student information/teacher observation/interview with SBTEs and support staff to develop possible differentiation strategies
- o Contribute to coplanning responsibilities, as SBTEs gradually release responsibilities to support stage of learning
- o Use school curricular planning documents and knowledge of learners to plan lessons that demonstrate APST 1, 2 and 3 (in relevant school context: planning should demonstrate social justice consciousness as well as legislative requirements in supporting students with disability)
- o Develop these lesson plans and annotate them with considerations of sequencing, differentiation and monitoring learning (APST 1, 2 and 3). After teaching these lessons, review annotations to identify key strengths and/or areas of improvement for the lesson sequence.
- o For the purpose of *Teaching and Learning 3*, request at least one unit plan (that includes summative assessment tasks) of your SBTEs', to demonstrate understanding of differentiation practices, sequencing of learning, pedagogical and assessment practices, monitoring of student learning, and application of literacy and numeracy strategies. If SBTEs use Curriculum to Classroom (C2C), you are expected to carefully observe your SBTEs' ways of adapting such planning to meet the needs of different students. These issues should also be discussed for you to build into plans, clear ways of catering for students with different levels of background knowledge and different skills and abilities.

Learning Activity: Teaching

- o Observe and reflect on SBTEs' teaching strategies, particularly during coteaching: orientating, explaining, modelling, stimulating interest, supporting learning differences, using ICT, transitioning between activities, sequencing, scaffolding, enhancing and consolidating learning.
- o Enact professional experience goals on teaching strategies (in relevant school context: one of these goals should demonstrate social justice consciousness in supporting students from Aboriginal and Torres Strait Islander backgrounds)
- o Select and use a range of appropriate resources, including ICT (where accessible)
- o Identify at least one lesson from this series you will be teaching that will aim to develop deep understanding and/ or teach a specific skill. Determine what evidence you will need to collect to demonstrate that you have achieved your curriculum intent. After teaching this lesson, write a critical analysis of the lesson in light of the school pedagogical framework and the evidence of learning collected.

- For those enrolled in ED4210 (Secondary), record yourself teaching in your SAT 12 area (if you have two SAT12s, ideally you will record across both). This should be a film or digital recording of at least one lesson in ONE Year 11 or 12 class (or Year 11/12 composite). **The focus of this recording is you and your teaching practice, not students. Please check school ethics requirements for filming and recording**, e.g. it may be that you are only permitted to record conversation. This recording will form the basis of an assessment task in ED4210. You are also encouraged to review the recording with your SBTEs as a stimulus for critical reflection on their teaching.

Learning Activity: Managing

- Observe and document SBTEs' strategies to support inclusive participation, and approaches to manage challenging behaviour
- Select and use strategies that are informed by theoretical and policy understanding of positive learning environment, as well as understanding of SBTEs' management strategies
- Review and refine strategies with SBTEs' feedback
- Identify, in consultation with your SBTEs, a student with challenging behaviour. Based on evidence collected, develop a critical reflection that analyses the student's behaviour (including why the behaviour is considered challenging and describe the selected support strategies for student)

Learning Activity: Assessing and Recording Learning

- Seek to understand SBTEs' assessment practices: observe (particularly during coplanning), discuss and document SBTEs' assessment strategies (informal, formal, diagnostic, formative and summative), moderation and reporting
- Discuss and determine the appropriate assessment tasks for practicum (SBTEs gradually release responsibilities to support stage of learning)
- Select 2-4 samples (dependent on sector; negotiated with SBTEs) of student work to illustrate feedback to the students based on understanding of assessment and feedback from coursework and SBTEs' expectations
- Analyse these work samples to provide student performance data to the SBTEs and to suggest targeted strategies for differentiation
- Contribute evidence of student learning and progress to support SBTEs' reporting to students, as well as parents/carers; model SBTEs' reporting practices

Learning Activity: Professional Conduct

- Annotate relevant school and system policies and procedures that inform code of conduct and curricular practices, particularly in creating and sustaining a safe and supportive classroom, and ethical use of ICT in learning and teaching
- Document participation in school activities (such as school duties, meetings, professional development, school events)
- Demonstrate engagement with school staff (beyond SBTEs): Write a statement on two staff members (or external professionals) who enriched your understanding of the profession (state their roles, and contribution to your understanding)

Guide on sample selection:

- Refer to QPERF examples of evidence

- PSTs are responsible in ensuring that they have samples of work to demonstrate all APSTs at a minimum of 'Developing towards graduate level' (D)
- Samples should support the best demonstration of a repertoire of practices and skills, as well as indicate depth in understanding. Samples, by definition, are not intended to be exhaustive or comprehensive, but indicative of understanding and knowledge in line with APST.
- At least one sample that demonstrates understanding of literacy and numeracy strategies and their application in teaching areas (APST 2.5)
- At least one sample that demonstrates knowledge of ICT
- A sample could provide evidence for multiple descriptors (for example, one annotated student sample response on an assessment task might demonstrate knowledge of learners (APST 1), content (APST 2), and use of student data to inform planning, and evaluate learning (APST 5).

Professional Learning Activities for Prior to School Settings: ECE

The essential product of this phase is the final year preservice portfolio arranged in APST using QPERF. The portfolio should include selected evidence for all five sections of QPERF:

QPERF Requirements	Evidence
Personal statement	Written philosophy, professional experience goals.
1. Planning and organising for learning	2 samples for each of the following: <ul style="list-style-type: none"> ○ Intentional teaching activities based on documentation of children's learning ○ Spontaneous or emerging activities ○ situational analysis with links to planning experiences ○ annotated safe and supportive policies for the centre
2. Interacting/ Teaching	Document strategies that support responsiveness, inclusive participation, partnerships, engagement, interaction and relationships. <ul style="list-style-type: none"> ○ Strategies for building relationships with children and parents/carers on children's learning.
3. Monitoring and Assessing	2 samples (eg. learning stories, running records, anecdotes, checklists, jottings, visual representations, etc.) for each of the following: <ul style="list-style-type: none"> ○ Documentation of children's learning (individual, small group and whole class) Provide links to EYLF/QKLG ○ Annotations that demonstrate how you differentiate learning experiences (include annotations that demonstrate NQS, relating to APST 1, 2 and 3) ○ Annotated student learning including ways judgements inform decisions about the learning context and interactions with children ○ 1/2 page reflections: including reflection on the application of SBTEs' feedback If you use my template, there is a section for reflecting
4. Managing and Reflecting	Document strategies to guide behavior; Document SBTEs' feedback on communication skills, strategies in responsive interactions and fostering learning and inclusion; 1/2 page reflections: including reflection on the application of SBTEs' feedback (4 samples).
5. Professional Conduct	Document SBTEs' feedback on your understanding and adherence to legislative requirements; Document participation in Early Childhood Centre's activities (one page): duties, staff meetings, PDs; Annotation of key centre policies and procedures (2 selected samples)
Reflection and learning from practice	Complete QPERF Professional Development Reflection for this practicum phase, with specific consideration of your impact on student learning; Consider the QKLG dimensions of reflection.

Preservice teachers are expected to present and discuss this learning portfolio by the last day of practicum for coevaluation with SBTEs.

Required standard: Minimum of Developing Towards Graduate Level (D) in all descriptors.

Activity: Personal Statement (500 words maximum: paragraph or dot-point format)

The personal statement must make reference to the following:

- Australian Professional Standards for Graduate Teachers
- Early Years Learning Framework (EYLF) and Queensland Kindergarten Learning Guidelines (QKLG)
- current knowledge, skills, capabilities and personal attributes relevant to teaching
- role of reflective practice in teaching and learning
- professional experience goals for this phase: what they are, and how you will evaluate the outcomes.

Learning Activity: Planning and organising for learning

- o Complete a Situational Analysis, using a range of resources: observation, SBTEs' data sources, available centre data and policy frameworks. Write and review learner profiles to inform planning.
- o Draw on setting data with SBTEs and support staff to develop responsive and inclusive learning.
- o Contribute to coplanning responsibilities, as SBTEs gradually release responsibilities to support stage of learning
- o Annotate planning to demonstrate how it informs understanding of inclusive learning practices, responsive planning for intentional and spontaneous learning, pedagogical and assessment practices, monitoring of student learning.
- o Observe SBTEs' ways of adapting learning to the setting and across learning contexts. Planning to meet the needs of different students and these issues should be discussed so that the preservice teacher builds into plans clear ways of catering for students with different levels of background knowledge and different skills and abilities.
- o Use curriculum planning documents (EYLF and QKLG) and knowledge of learners to plan activities that demonstrate APST 1, 2 and 3 (in relevant ECEC context: planning should demonstrate social justice consciousness as well as legislative requirements in supporting students with disability It should also include relevant NQS standards.)
- o Develop these plans for the setting and annotate them with considerations of interacting, monitoring and assessing learning. After implementing these plans, review annotations to identify key strengths and/or areas of improvement for the experiences.

Learning Activity: Interacting/Teaching

- o Document experiences that support responsiveness, inclusive participation, partnerships, engagement, interaction and relationships – use learning stories, running records, anecdotes, jottings, diary entries or samples.
- o Select and use strategies that are informed by theoretical and policy understanding of positive early years.
- o Observe and reflect on SBTEs' teaching strategies, particularly during coteaching: orientating, explaining, modelling, stimulating interest, supporting learning differences, using ICT, transitioning between activities, use of learning contexts, scaffolding, enhancing, observing and recording learning.
- o Enact professional experience goals on teaching strategies (in relevant context: one of

these goals should demonstrate social justice consciousness in supporting students from Aboriginal and Torres Strait Islander backgrounds).

- Select and use a range of appropriate resources, including ICT (where accessible).
- Review and refine strategies with SBTEs' feedback and reflection.

Learning Activity: Monitoring and assessing

- Collect annotated documentation, samples or narratives that showcase children's experiences you have influenced (evidence of monitoring and supporting student learning). Provide links to EYLF; Include differentiated learning experiences (include annotations that demonstrate NQS and APST 1, 2 and 3).
- Identify at least one experience you will be teaching that will aim to develop deep understanding and/ or teach a specific skill. Determine what evidence you will need to collect to demonstrate that you have achieved your curriculum intent. After teaching, write a critical analysis of the lesson in light of early childhood pedagogies and the evidence of learning collected.
- Seek to understand SBTEs' assessment practices: observe (particularly during coplanning), discuss and review SBTEs' assessment strategies (across learning contexts) and reporting.
- Discuss and determine the appropriate assessment tasks for practicum (SBTEs gradually release responsibilities to support stage of learning).
- Select 2 samples of children's learning to illustrate the ways judgement is used to inform decisions about the learning context and interactions with children. This may also include ways in which assessment is used to build inclusive partnerships with children, families and community. Include evidence of understanding of assessment, reporting and feedback from coursework and SBTEs' expectations.
- Analyse these work samples to provide student performance data to the SBTEs and to suggest targeted strategies for differentiation.

4. Learning Activity: Managing and reflecting

- Observe and inquire SBTEs' strategies to interact and support inclusive participation, including approaches to guide behaviour.
- Identify, in consultation with your SBTEs, a child needing strategic guidance on their behaviour and based on evidence collected, develop a critical reflection that analyses the child's behaviour (including why the behaviour is considered in need of guidance and describe the selected support strategies for child).

5. Learning Activity: Professional Conduct

- Annotate relevant centre and system policies and procedures that inform code of conduct and curricular practices, particularly in creating and sustaining a safe and supportive early years learning environment, and ethical use of ICT in learning and teaching.
- Document participation in centre activities (such as centre duties, meetings, professional development, school events).

- Demonstrate engagement with centre staff (beyond SBTEs): Write a statement on two staff members (or external professionals) who enriched your understanding of the profession (state their roles, and contribution to your understanding)

Guide on sample selection

- Refer to QPERF, NQS, QKLG and EYLF for examples of evidence
- PSTs are responsible in ensuring that they have samples of work to demonstrate all APSTs at a minimum of 'Developing towards graduate level' (D)
- Samples should support the best demonstration of a repertoire as well as depth of practices and skills at a Graduate level.
- Samples, by definition, are not intended to be exhaustive or comprehensive, but indicative of understanding and knowledge in line with APST at a Graduate level.
- At least one sample that demonstrates understanding of literacy and numeracy strategies and their application in teaching areas (APST 2.5).
- Samples could provide evidence for multiple standards (for example, one annotated student sample response on an assessment task might demonstrate knowledge of learners (APST 1), content (APST 2), and use of student data to inform planning, and evaluate learning (APST 5).

Phase 2: ED4489

5-week block: 25 days
Minimum of 3-week
continuous teaching



Model Collaborate Independent

VIII. Overview of Phase 2 (ED4489)

May – June

Week	Early Childhood	Primary & Secondary
1	Expectations Dialogue Observation: Learner Profile Coplan 4 activities/lessons (literacy and numeracy), Coteach 4 activities Coreflect SBTEs: Coach PSTs to meet APST	Expectations Dialogue Observation: Learner Profile Coplan, coteach (2 days) Coplan and teach (3 days) Coreflect SBTEs: Coach PSTs to meet APST
2	Coplan, coteach Coplan and teach (3 days) Coreflect Coach PSTs; File At risk notification if necessary (mid-point evaluation)	Full load: Plan, teach Coreflect Coach PSTs; File At risk notification if necessary (mid-point evaluation)
3	Full load: Plan, teach Coreflect Coach PSTs	Full load: Plan, teach Coreflect Coach PSTs
4	Full load: Plan, teach Coreflect Coach PSTs	Full load: Plan, teach Coreflect Coach PSTs
5	Full load: Plan, teach Coreflect Coach PSTs	*Negotiated tasks
Final Day	PSTs present developing portfolio of evidence SBTEs review PSTs' presentation of portfolio, explain evaluation and complete report	

*PSTs and SBTEs identify and discuss specific areas of practice that might require further demonstration.

Reports (Statement of Completion & QPERF) to be completed by the school and returned to JCU by the site coordinator (or given to PSTs to submit to JCU) **within 7 days of completion of practicum.**

REMINDER: Attendance must be for complete school days and include school meetings and extra curricula activities. Preservice teachers must notify the school immediately if they cannot attend for any reason and **must negotiate make-up days.** They must also notify the Professional Experience Unit of any changes negotiated.

Professional Learning Activities – Phase 2

The essential product of this practicum is the final year PST's portfolio arranged in APST using QPERF. PSTs will add illustrations of practice from this practicum to their developmental portfolio. In Phase 2, the learning portfolio should include selected evidence for all five sections of QPERF:

QPERF Requirements	Evidence
Personal statement	Written philosophy, professional experience goals
1. Planning	4 samples for each of the following (Secondary: 2 for each SAT): <ul style="list-style-type: none"> ○ Lesson plans and post implementation annotations (APST 1, 2 & 3) ○ Written reflections ○ Revised learner profiles (OneSchool data; observations)
2. Teaching	4 samples for each of the following (Secondary: 2 for each SAT): <ul style="list-style-type: none"> ○ Differentiated learning activities (include annotations that demonstrate APST 1, 2 & 3) ○ Annotated student work (evidence of monitoring and supporting student learning) ○ ½ page reflections: including reflection on the application of SBTEs' feedback (APST 6.3)
3. Managing	Annotated school's safe and supportive policies; Document strategies that support inclusive student participation and engagement; Document strategies to manage challenging behavior; Document SBTEs' feedback on communication skills, strategies in fostering learning and engagement; ½ page reflections (4 samples): including reflection on the application of SBTEs' feedback
4. Assessing and Recording Learning	4 samples for each of the following (Secondary: 2 for each SAT): <ul style="list-style-type: none"> ○ Assessment tasks and post-implementation annotation ○ Written feedback to students ○ Pre and post tests to monitor and evaluate student learning ○ Annotated student learning ○ ½ page reflections: including reflection on the application of SBTEs' feedback ○ Strategies for reporting to students and parents/carers on student performance
5. Professional Conduct	Document SBTEs' feedback on your understanding and adherence to legislative requirements; Document participation in school activities (one page): duties, staff meetings, PDs; Annotation of key school policies and procedures (selected samples).
Reflection	Complete QPERF Professional Development Reflection for this practicum phase, with specific consideration of your impact on student learning.

- Preservice teachers are expected to present this learning portfolio by the last day of practicum for coevaluation with SBTEs.
- SBTEs' evaluation is based on preservice teachers' demonstrated effort over the practicum, as well as consideration of PSTs' reflection of the practicum using the portfolio of evidence.
- **Required standard: Minimum of Graduate Level (G) in all descriptors.**

Learning Activity: Personal Statement (500 words maximum: paragraph or dot-point format)

The personal statement must make reference to the following:

- Australian Professional Standards for Graduate Teachers
- current knowledge, skills, capabilities and personal attributes relevant to teaching
- role of reflective practice in teaching and learning
- professional experience goals for this phase: what they are, and how you will evaluate the outcomes.

Activity: Planning

- o Review and revise class profile using a range of resources: observation, SBTEs' data sources, available school data and policy frameworks. Review and revise learner profiles to inform planning.
- o Review and draw on achievement data/student information/teacher observation/interview with SBTEs and support staff to develop possible differentiation strategies
- o Contribute to coplanning responsibilities in substantive ways, as SBTEs gradually release responsibilities to support stage of learning
- o Use school curricular documents to plan lessons, with particular emphasis on differentiation (in relevant school context: planning should demonstrate social justice consciousness as well as legislative requirements in supporting students with disability)
- o Annotate plans, as well as reflection of plans (including proposed improvements) to demonstrate evidence of APST 1, 2 and 3

Activity: Teaching

- o Observe and reflect on SBTEs' teaching strategies, particularly during co-teaching: orientating, explaining, modelling, stimulating interest, supporting learning differences, using ICT, transitioning between activities, sequencing, scaffolding, enhancing and consolidating learning.
- o Enact professional experience goals on teaching strategies (in relevant school context: one of these goals should demonstrate social justice consciousness in supporting students from Aboriginal and Torres Strait Islander backgrounds)
- o Select and use a range of appropriate resources, including ICT (where accessible) to support student learning and engagement
- o Select and use a range of verbal and non-verbal communication strategies to sustain and enhance student interest to learning
- o Select and use a range of strategies to evaluate teaching to improve student learning

Activity: Managing

- o Observe and inquire SBTEs' strategies to support inclusive participation, and approaches to manage challenging behaviour

- Communicate selection of strategies to SBTEs: provide an explanation that demonstrates theoretical and policy understanding of positive learning environments, as well as understanding of SBTEs' classroom management expectations
- Review and refine strategies with SBTEs' feedback
- Identify, in consultation with your SBTEs, a student with challenging behaviour. Based on evidence collected, provide a critical reflection that analyses the student's behaviour (including why the behaviour is considered challenging and describe the selected support strategies for student) – this might be the same student in Phase 1.

Activity: Assessing and Recording Learning

- Review your understanding of SBTEs' assessment practices: observe (particularly during coplanning), discuss and document SBTEs' assessment strategies (informal, formal, diagnostic, formative and summative), moderation and reporting
- Discuss and determine the appropriate diagnostics and assessment tasks for practicum (SBTEs gradually release responsibilities to support stage of learning)
- Discuss and determine ways to evaluate student learning and your impact on their learning
- Select 2-4 samples of student responses in pre-and post tests: provide annotation to describe the standards of achievement, and strategies to support learning
- Select 2-4 samples of assessment tasks to illustrate timely feedback that support student learning
- Annotate these samples to provide data-informed planning to support student learning
- Select 2-4 samples to demonstrate understanding of making judgement, and moderation
- Propose strategies to communicate student learning and progress to parents/carers – enact strategies approved by SBTEs.
- In consultation with your SBTEs, collect a copy of a current assessment task used in your class (primary) or one of your classes (secondary). Select an appropriate communication tool and channel (e.g., letter, newsletter piece, email) to explain to parents/ caregivers what is required in the assessment task. Ensure you outline how you are assessing standards of achievement and what is required to achieve an 'A' standard and how this links to syllabus documents/curriculum frameworks. Outline to the parent/ caregiver the type of support that they may provide to assist their child in a learning partnership with the school.

Activity: Professional Conduct

- Review and refine annotation of relevant school and system policies and procedures that inform code of conduct and curricular practices, particularly in creating and sustaining a safe and supportive classroom, and ethical use of ICT in learning and teaching
- Document participation in school activities (such as school duties, meetings, professional development, school events)
- Demonstrate engagement with school staff (beyond SBTEs): Write a statement on two staff members or external professionals (different to Phase 1) who enriched your

understanding of the profession (state their roles, and contribution to your understanding)

Guide on sample selection:

- Refer to QPERF examples of evidence
- PSTs are responsible in ensuring that they have samples of work to demonstrate all APSTs to a Graduate level.
- Samples should support the best demonstration of a repertoire of practices and skills, as well as indicate depth in understanding. Samples, by definition, are not intended to be exhaustive or comprehensive, but indicative of understanding and knowledge in line with APST.
- At least one sample that demonstrates understanding of literacy and numeracy strategies and their application in teaching areas (APST 2.5)
- At least one sample that demonstrates knowledge of ICT
- A sample could provide evidence for multiple descriptors (for example, one annotated student sample response on an assessment task might demonstrate knowledge of learners (APST 1), content (APST 2), and use of student data to inform planning, and evaluate learning (APST 5)

IX. Overview of Specialist Practicum (ED4487)

July 11 - 22

Week	Primary Specialist Programs: Human Movement; Middle School; Special Needs; LOTE
1	Expectations Dialogue Model: 1 day Coplan and coteach: 2 day Teach and Plan: 2 days Coreflect SBTEs: Coach PST to meet APST
2	Full load: Plan, teach Coreflect SBTEs: Coach PST to meet APST
Final Day	Complete QPERF Professional Development Reflection for this practicum phase, with specific consideration of your impact on student learning

Reports (Statement of Completion & QPERF) to be completed by the school and returned to JCU by the site coordinator (or given to PSTs to submit to JCU) **within 7 days of completion of practicum.**

REMINDER: Attendance must be for complete school days and include school meetings and extra curricula activities. Preservice teachers must notify the school immediately if they cannot attend for any reason and **must negotiate make-up days.** They must also notify the Professional Experience Unit of any changes negotiated.

Professional Learning Activities – ED4487

As per ED4489, in this specialist practicum, the learning portfolio should include selected evidence for all five sections of QPERF:

PERF Requirements	Evidence
Personal statement	Written philosophy, professional experience goals
1. Planning	4 samples for each of the following: <ul style="list-style-type: none"> ○ Lesson plans and post implementation annotations ○ Written reflections ○ Learner profiles (OneSchool data; observations)
2. Teaching	4 samples for each of the following: <ul style="list-style-type: none"> ○ Differentiated learning activities (include annotations that demonstrate APST 1, 2 and 3) ○ Annotated student work (evidence of monitoring and supporting student learning) ○ ½ page reflections: including reflection on the application of SBTEs' feedback
3. Managing	Annotated school's safe and supportive policies; Document strategies that support inclusive student participation and engagement; Document strategies to manage challenging behavior; Document SBTEs' feedback on communication skills, strategies in fostering learning and engagement; ½ page reflections: including reflection on the application of SBTEs' feedback (4 samples)
4. Assessing and Recording Learning	4 samples: <ul style="list-style-type: none"> ○ Assessment tasks and post-implementation annotation ○ Written feedback to students ○ Pre and post tests to monitor and evaluate student learning ○ Annotated student learning ○ ½ page reflections: including reflection on the application of SBTEs' feedback ○ Strategies for reporting to students and parents/carers on student performance
5. Professional Conduct	Document SBTEs' feedback on your understanding and adherence to legislative requirements; Document participation in school activities (one page): duties, staff meetings, PDs; Annotation of key school policies and procedures (selected samples)
Reflection	Complete QPERF Professional Development Reflection for this practicum phase, with specific consideration of your impact on student learning.

- Preservice teachers are expected to present this developing portfolio by the last day of practicum for coevaluation with SBTEs.
- SBTEs' evaluation is based on PSTs' demonstrated effort over the practicum, as well as consideration of PSTs' reflection of the practicum using the portfolio of evidence.
- **Required standard: Minimum of Graduate Level (G) in all descriptors.**
- Learning Activities as per ED4489

Appendix: Forms

- Site Coordinator: Intervention Notification (requested by preservice teacher)
- Site Coordinator: At Risk Notification
- Phase 1: ED4488 Professional Experience Statement of Completion
- Phase 2: ED4489 Professional Experience Statement of Completion
- Specialist Practicum: ED4487 Professional Experience Statement of Completion
- Queensland Professional Experience Reporting Framework (QPERF)

Preservice Teacher Intervention Notification – Guidelines for Use

The “*Intervention Notification*” is designed for use by **preservice teachers only**, to trigger a response from the Professional Experience Unit at JCU to the student submitting the notification. (Please refer to the “Preservice Teacher At Risk Notification” for use by the site coordinator or supervising teacher).

In the event of a problem or concern for a preservice teacher, the required process is summarised in the following:

Step 1: Preservice teacher raises concern with her/his SBTE.

Step 2: If issue is not resolved following discussion with supervising teacher, the preservice teacher raises concern with the school’s site coordinator as early as possible (the site coordinator is the main point of contact in schools for JCU).

Step 3: Preservice teacher requests the site coordinator set up a meeting involving all parties – the preservice teacher, SBTE and site coordinator – to discuss the issue of concern.

Step 4: If the concern remains, the preservice teacher completes and submits the Intervention Notification form via email or fax to the Professional Experience Unit. If the matter is urgent, please phone the Professional Experience Unit to alert us to the incoming fax/email.

Upon receipt of the Intervention Notification, the Professional Experience Unit will notify the relevant Academic Liaison who will then make contact with the preservice teacher to discuss the matter of concern. If necessary, the Academic Liaison will visit the school to discuss the matter with the parties concerned – the preservice teacher, site coordinator and/or supervising teacher.

Intervention Notification

This report is designed for use by **preservice teachers** to trigger a response from the Professional Experience Unit to an issue or concern. Many issues are swiftly resolved if raised early. It is critical that preservice teachers who are experiencing difficulty advise the Professional Experience Unit.

Submission of this form: eduprofex@jcu.edu.au

If the matter is urgent then also phone (07) 4781 5529

Preservice teacher:	Name:		
	Signature:		Date:
Contact details:	Mobile:		
	Home Phone:		
	Email:		
Professional Experience School/Centre:			
Professional Experience Block:	Phase 1 ED4488	Phase 2 ED4489	ED4487
Brief summary of issue/concern:			
Brief summary of any action to date to address issue/concern:			

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Preservice Teacher At Risk Notification – Guidelines for Use

PURPOSE

The “*Preservice Teacher At Risk Notification*” process during professional experience is designed to alert the preservice teacher and Education to areas of concern identified by the **SBTE and site coordinator**. The At Risk Notification process should be used in any of the following circumstances:

- Where the SBTE 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 SBTE and site coordinator.
- Where the SBTE and site coordinator believe that intervention from the Professional Experience Unit would assist the preservice teacher.

The “*Preservice Teacher At Risk Notification*” form should be **submitted as early as possible**. This allows time for intervention to occur.

The IDEAL process for submitting the “*Preservice Teacher At Risk Notification*” form is summarised in the following:

Step 1: SBTE raises concerns about progress directly with both the site coordinator in the school and with the preservice teacher.

Step 2: Site coordinator sets up a meeting with SBTE and the preservice teacher in the school to discuss concerns and completes the “*Preservice Teacher At Risk Notification*” form. The form is then emailed to JCU and the Coordinator phones the Professional Experience Unit to notify of lodgement. [email: eduprofex@jcu.edu.au]

Townsville	4781 6549 (<i>Primary, ECE, RATEP</i>) 4781 4681 (<i>Secondary</i>)
Cairns	4232 1716 (<i>ECE, Primary, Secondary</i>) 4232 1720 (<i>ECE Online</i>)

Step 3: JCU Professional Experience Unit immediately notifies the Academic Liaison who:

- Makes contact with the school and the preservice teacher
- Organises to discuss concerns with the preservice teacher and the supervising teacher
- In collaboration, develops an action plan – this may include counselling etc. BUT will NOT include more time in the school

Step 4: All parties review progress to determine competency level.

If further action is required, the site coordinator should contact the Director of Professional Experience via email: laikuan.lim@jcu.edu.au or phone (07) 4781 5529

NB (1): Please note that while it is recommended that the “*at risk*” process be used when there are concerns about a preservice teacher, it is not an essential step and preservice teachers may still be deemed “*not competent*” even if an “*at risk*” notification has not been submitted.

NB (2): This process should not be used if the preservice teacher is **CLEARLY NOT COMPETENT** to proceed. If a preservice teacher is deemed not competent to proceed at any stage during final year, the JCU Professional Experience Unit will work with the preservice teacher to develop an action plan to address concerns raised. The completion of appropriate intervention almost always allows for a repeat practicum period (in a different school location).

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At Risk Notification

In order to be judged 'Competent to Proceed' preservice *teachers must have met minimum requirements for each practicum phase ('D' in Phase 1; 'G' in Phase 2 and Specialist Practicum) identified in the report.* Please email a summary of areas of concern as described by the report, indicating in which of the descriptors in the report the preservice teacher is experiencing difficulty.

Preservice teacher:			
School:			
Name of person completing form:			Signature:
Professional Experience Block:	Phase 1 ED4488	Phase 2 ED4489	ED4487

Please indicate the areas of concern as linked to the report outcomes and email to:
eduprofex@jcu.edu.au

If the matter is urgent then also phone (07) 4781 5529

REPORT AREA	Comments
Section 1: Planning Effectively	
Section 2: Teaching Effectively	
Section 3: Managing Effectively	
Section 4: Assessing and Reporting Effectively	
Section 5: Professional Conduct	

PLEASE PROVIDE THE PRESERVICE TEACHER WITH A COPY OF THIS ADVICE

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Phase 1: Statement of Completion
ED4488
(Jan-Feb 2016)

Preservice Teacher:		
School/Centre:		
SBTE/s:		
<input type="checkbox"/> ECE	<input type="checkbox"/> Primary Year Level:	<input type="checkbox"/> Secondary Subjects:

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

- Attended for the required number of days
- Completed learning portfolio
- Minimum of 'D' (developing towards Graduate level) in all descriptors

Role	Name	Signature	Date
Preservice Teacher			
SBTE			
Site Coordinator*			
Director of Professional Experience	Dr Lai Kuan Lim		

School/Centre Stamp

University Certification

***Site coordinators:** Please return this completed Statement of Completion plus [QPERF](#) to Professional Experience Unit (or give them to PST to submit to JCU Profex) within 7 days of completion of practicum. It is suggested that you retain a copy before submitting original.

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Phase 2: Statement of Completion
ED4489
(May-June 2016)

Preservice Teacher:		
School:		
SBTE/s:		
<input type="checkbox"/> ECE Year Level:	<input type="checkbox"/> Primary Year Level:	<input type="checkbox"/> Secondary Subjects:

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

- Attended for 25 days
- Completed learning portfolio
- Minimum of 'G' (Graduate level) in all descriptors

Role	Name	Signature	Date
Preservice Teacher			
SBTE			
Site Coordinator*			
Director of Professional Experience	Dr Lai Kuan Lim		

School Stamp

University Certification

***Site coordinators:** Please return this completed Statement of Completion plus [QPERF](#) to Professional Experience Unit (or give them to PST to submit to JCU Profex) within 7 days of completion of practicum. It is suggested that you retain a copy before submitting original.

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Specialist Practicum: Statement of Completion
ED4487
(August 2016)

Preservice Teacher Name:	
School:	
Specialisation:	

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

- Attended for 10 days
- Completed learning portfolio
- Minimum of 'G' (Graduate level) in all descriptors

Role	Name	Signature	Date
Preservice Teacher			
SBTE			
Site Coordinator*			
Director of Professional Experience	Dr Lai Kuan Lim		

School Stamp

University Certification

***Site coordinators:** Please return this completed Statement of Completion plus [QPERF](#) to Professional Experience Unit (or give them to PST to submit to JCU Profex) within 7 days of completion of practicum. It is suggested that you retain a copy before submitting original.

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Queensland Professional Experience Report Framework (QPERF)

- SBTE completes the full report for each practicum phase
- Moderates report with SC and JCU Academic Liaison
- SC returns report (or gives them to PST to return) within 7 days of practicum completion

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Education – Professional Experience Calendar 2016

Week	State Schools Calendar	University Calendar	Bachelor of Education				Graduate Diploma of Education (Secondary)	M.Teaching & Learning (Primary)	M.Teaching & Learning (continuing)
			First Year	Second year	Third Year	Final Year			
Jan 4-8									
Jan 11-15									
Jan 18-22	(21-22 nd SFDs)					21-22 nd SFDs			
Jan 25-29	1 (Australia Day 26 th)						Program Induction	8	
Feb 1-5	2					ED4488 4 week block 20 days prac within block	1 (+ Orientation)	9	
Feb 8-12	3						2	ED5970 Block Mode Subject	
Feb 15-19	4	Orientation Week					3		
Feb 22-26	5	1	1	1	1		1		
Feb 29-Mar 4	6	2	2	2	2		2		ED5950 Prac
Mar 7-11	7	3	3	3	3	3	4		
Mar 14-18	8	4	4	4	4	4	5	ED5974 5 week block	
Mar 21-25	9 (Good Friday 25 th)	5 (Census 24 th)	5	5	5	5	ED5218 3 week block*		ED5950 Prac
Mar 28-Apr 1	Vacation	6	6	6	6	6	3		ED5970 Block Mode Subject
Apr 4-8	Vacation (6-8 th 3x SFD)	7	7	7	7	7	4		Recess
Apr 11-15	1	8	8	8	8	8	5		Assessment
Apr 18-22	2	Lecture Recess	ED1401	Lecture Recess	ED3093/3193/3293	Professional Orientation	Professional Orientation	6	ED5980, ED5981 Block Mode Subject 3 weeks
Apr 25-29	3 (ANZAC Day 25 th Apr)	9	9	9	9	9	7	7	
May 2-6	4 (Labour Day 2 nd May)	10	10	10	10	10	8	8	
May 9-13	5	11	11	11	11	11	9	9	
May 16-20	6	12	12	12	12	12	10	10	
May 23-27	7	13	13	13	13	13	9	9	ED4489 5 week block 25 days prac within block
May 30-Jun 3	8	Study Vac	Study Vac	Study Vac	Study Vac	Study Vac	1	1	
Jun 6-10	9	Exams	Exams	Exams	Exams	Exams	2	2	
Jun 13-17	10	Exams	Exams	Exams	Exams	Exams	3	3	
Jun 20-24	11	Vacation	Vacation	Vacation	Vacation	Vacation	4	4	
Jun 27-July 1	Winter Vac	Vacation	Vacation	Vacation	Vacation	Vacation	5	5	ED5980, ED5981 Block Mode Subject
Jul 4-8	Winter Vac	Vacation	Vacation	Vacation	Vacation	Vacation	1	1	
Jul 11-15	1(Cairns Show 15 th)	Vacation	Vacation				2	2	
Jul 18-22	2	Vacation/Orientation	Vacation	ED2488 2 week block	ED3488 3 week block	ED4487 Specialist Prac 10 days	3	3	
Jul 25-29	3	1	1	1	1	1	4	4	
Aug 1-5	4	2	2	2	2	2	5	5	ED5488 3 week block
Aug 8-12	5	3	3	3	3	3	6	6	
Aug 15-19	6	4	4	4	4	4	7	7	
Aug 22-26	7	5 (Census 25 th)	5	5	5	5	8	8	
Aug 29-Sept 2	8	6	6	6	6	6	9	9	
Sep 5-9	9	7	7	7	7	7	6	6	ED5960 4 week block
Sep 12-16	10	8	8	8	8	8	7	7	
Sep 19-23	Spring Vac	9	9	9	9	9	8	8	
Sep 26-30	Spring Vac	Lecture Recess	Lecture Recess	Lecture Recess	Lecture Recess	Lecture Recess	8	8	
Oct 3-7	1 (Queen's Birthday 3 rd)	10	10	10	10	10	Vacation	Vacation	
Oct 10-14	2	11	11	11	11	11	1	1	ED5488 5 week block *
Oct 17-21	3 (SFD 17 th)	12	12	12	12	12	2	2	
Oct 24-28	4	13	13	13	13	13	3	3	
Oct 31-Nov 4	5	Study Vac	Study Vac	Study Vac	Study Vac	Study Vac	4	4	
Nov 7-11	6	Exams	Exams	Exams	Exams	Exams	5	5	
Nov 14-18	7 (Yr.12 finish 18 th)	Exams	Exams	Exams	Exams	Exams	6	6	ED4460 Internship
Nov 21-25	8 (Yr.10-11 finish 25 th)						7	7	
Nov 28-Dec 2	9						8	8	
Dec 5-9	10						9	9	
Dec 12-16	Summer Vac						10	10	

* +2 days PH



Queensland Professional Experience Reporting Framework

Final professional experience recommendations





Final professional experience recommendations

This document is part of the suite of documents for the *Queensland Professional Experience Reporting Framework* which can be found online at www.teach.qld.gov.au.

The goal of this document is to measure the standard that has been achieved by a preservice teacher at the end of an initial teacher education program, by comparing it against the Australian Professional Standards for Teachers (APST) Graduate Career Stage. Achieving the [Graduate Career Stage](#) illustrates readiness of the preservice teacher to enter the workplace.

This template is to be completed during the final summative professional experience required in initial teacher education programs. It has been developed for the use of all Queensland higher education institutions and in all professional experience settings.

Final professional experience recommendations are required by:

- higher education institutions to determine a final assessment score for the professional experience component of an initial teacher education program, based on a school's professional experience recommendations
- employers as a key document in a preservice teacher's professional folio to inform recruitment and employment decisions.

Supervising teachers are to:

- make assessment judgements using the APST Graduate Career Stage descriptors. The APST descriptor reference numbers have been provided linking further information and [Illustrations of Practice](#).
- complete this final professional experience recommendations document during a preservice teacher's professional experience
- conduct a moderation process with site coordinators and higher education institution representatives at the conclusion of the professional experience. Moderation requires the agreement of all parties that a valid assessment of the preservice teacher's knowledge, practice, engagement and skills has been made.



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

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

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

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

Final professional experience recommendations

This page is to be completed by the preservice teacher.

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

Summary of prior experience

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

Section 1: Planning effectively – preparation for teaching

Examples of evidence

Artefacts that have been modified by the preservice teacher to suit the needs of the class such as:

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

Documented feedback and evaluation of planning that reflects:

- curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies
- the preservice teacher’s written reflections.

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

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

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

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

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

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

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

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

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

Examples of evidence

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

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

		B	D	G	E
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Section 4: Assessing and recording learning

Examples of evidence

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

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

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

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

Section 5: Professional conduct

Examples of evidence

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

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

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

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

Section 8: Moderation

Please identify who has moderated the assessment of the preservice teacher.

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

Site coordinator's name		Signature	
		Date	/ /
Higher education institution (HEI) representative's name		Signature	
		Date	/ /
Name of HEI representative who conducted school visits		Signature	
Dates of school visit/s	/ /	Date	/ /
Other moderator name and position if applicable		Signature	
		Date	/ /

Section 9: Signatures

Each of the signatories must retain a copy of this report for their records.

The preservice teacher's signature indicates they have sighted this completed report.

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