

EPP3100 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.

Professional Experience context: Third Year, 15-day establishment phase placement.

The beginning of the school year is a pivotal time for educators. In this fourth *Practice meets Theory* course, preservice educators will be required to undertake a three-week professional experience early in the school year. Preservice educators will observe and assist the strategies used by teachers to establish the classroom environment, both physical and relational, during the establishment phase. This course will also introduce preservice educators to unit planning and assessment practices which embed the general capabilities and cross-curricular priorities within the Australian Curriculum.

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have **daily experience in the following areas (unless otherwise stated)**, Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience	Required experiences										Associated Course Assessment Tasks	
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/Learning Experiences	Collecting PE artefacts in a folder	Teaching			
PLDs	✓	✓		✓	✓			✓				For Assignment 1: <ul style="list-style-type: none"> Observe and implement Establishment Phase strategies and activities Collect Establishment Phase artefacts. Reflect on Establishment Phase strategies /activities (as per MATRIX provided to PST)
Day 1	✓	✓	✓	✓	✓	✓	✓	✓	As applicable to Establishment Phase activities			
Days 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	1 per day			
Days 6 – 10	✓	✓	✓	✓	✓	✓	✓	✓	1 per day			
Days 11 – 15	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 per day			<ul style="list-style-type: none"> Observe and implement Establishment Phase strategies and activities

EPP3100 Professional Experience Final Report

This document is for reference use only. You will receive the online final report 3 days prior to the end of placement, this report is to be completed at the end of the supervised placement.

The purpose of this report is to measure the standard that has been achieved by the preservice teacher in relation to the APSTs graduate level relevant for the learning for the year and professional experience course that this Professional Experience placement relates.

USQ programs and courses	Number of days	Year Level/ Course
Bachelor of Education Primary	15	Year 3 EPP3100 Practising as a Professional Teacher 1

ASSESSMENT SCORES	EVIDENCE FOR THE APST DESCRIPTORS
D	Developing skills and knowledge
A	Achieving skills and knowledge
E	Exceeding skills and knowledge
Please use the expectations of skills and knowledge as a criterion to inform decision making	

Planning effectively - preparation for teaching	APST	D	A	E
Demonstrate knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).and characteristics of students and how these may affect learning.	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of teaching strategies through the Planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print)	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing and synthesising phases, introduction, body and closing phases).	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses relevant curriculum and assessment documents to develop a sequence of lessons/learning experiences (example use of ACARA English and Formative PM benchmarks to inform guided reading lessons).	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Teaching effectively - enactment of teaching		D	A	E
Identifies ICT teaching strategies to support learning opportunities for students.	APST 2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops a sequence of lessons with explicit, challenging and achievable learning goals.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a range of resources and ICTs that target students' interests and learning needs.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials questioning and scanning skills together with an effective use of vocal, facial expression and gestures to support student engagement.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates own lessons and teaching sequences to promote student learning.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Managing effectively – create safe and supportive learning environments		D	A	E
Identifies a range of strategies to promote the participation of all students in a lesson/learning activity.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforces established classroom rules, routines and expectations, through the use of clear directions and organisation, to effectively manage the learning environment.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Records student attendance, absence and safety concerns as required.	APST 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand strategies which promote safe, responsible and ethical use of ICT's.	APST 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Assessing and recording learning		D	A	E
Uses a variety of assessment strategies within a lesson sequence to collect information on student's learning progression.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Uses oral and written communication to provide feedback to students about their learning.	APST 5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an ability to interpret existing assessment data (student work samples; questioning) to evaluate student learning and discuss implications for modifying teaching practices.	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.	APST 5.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Professional conduct		D	A	E
Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes and applies school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a willingness to participate with school staff in a range of activities.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Overall Comment



EXAMPLE