

# EDU3100 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 scheduled

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

Assessment and Reporting Professional Experience is the preservice teacher's third opportunity to undertake formal teach in a school.

This third-year course provide the opportunity for preservice teachers to continue to build on the experiences and knowledge from the previous two school experiences, as well as their initial teacher education courses studies so far. Preservice teachers develop knowledge, skills and practices for the assessment, provision of feedback and reporting on student learning; including the role of making reasoned judgements in moderation processes and in the reporting and communication of results to key stakeholders.

## 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                                                                                                                  |                                                                                                                                                                                                                                                                                                      |                                                        |                                                                                    |                                             |                                                                                                                                 |                                                                                                                     |                                                                             |                                                                                                                                                                                                             |                                                   |                                                        |                                                                                                                                                                                                                                                 |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | Orientating                                                                                                                           | Observing                                                                                                                                                                                                                                                                                            | Working                                                | Attending                                                                          | Reflecting                                  | Discussing                                                                                                                      | Planning                                                                                                            | Collecting PE artefacts in a folder                                         | Teaching                                                                                                                                                                                                    |                                                   |                                                        | Associated Course Assessment Tasks                                                                                                                                                                                                              |
|                                   | to site, environment, individual class(es). Students to bring printed copies of course:<br>•Placement guidelines<br>•Placement report | routines, teaching and learning practices, learningenvironment, assessment and feedback. This may include discussing how to:<br>• Plan a sequence of lessons<br>• Differentiate student learning needs using product, process and environment<br>• Goal setting<br>• Managing whole class activities | with individual students, small groups and whole class | meetings and duties etc. as required by your site and supervising teacher's roster | on your planning and teaching and assessing | and engaging in regular discussions and professional learning conversations withyour Supervising Teacher and University Liaison | lesson plans and associated resources must be shared with your supervising teachera min of 24 hours before teaching | should contain observations, reflections, feedback, lesson plans, resources | and planning for teaching and assessing. Negotiate with your Supervising Teacher when thefollowing will occur:<br>•Planning for individual lessons/learning episodes<br>•Teaching lessons/learning episodes |                                                   |                                                        |                                                                                                                                                                                                                                                 |
|                                   |                                                                                                                                       |                                                                                                                                                                                                                                                                                                      |                                                        |                                                                                    |                                             |                                                                                                                                 |                                                                                                                     |                                                                             | Whole class lessons / Short learning episodes                                                                                                                                                               | Whole sessions (eg. morning, middle or afternoon) | Whole days(as per your Supervising Teacher's schedule) |                                                                                                                                                                                                                                                 |
| Day 1                             | ✓                                                                                                                                     | ✓                                                                                                                                                                                                                                                                                                    | ✓                                                      | ✓                                                                                  | ✓                                           | ✓                                                                                                                               | ✓                                                                                                                   | ✓                                                                           | ✓                                                                                                                                                                                                           |                                                   |                                                        | • Informal, formal diagnostic, formative and summative assessment<br>• Backward Design for planning<br>• Marking and Moderation activities<br>• Providing feedback to students<br>• Understanding range of strategies for reporting to students |
| Days 2 – 5                        | ✓                                                                                                                                     | ✓                                                                                                                                                                                                                                                                                                    | ✓                                                      | ✓                                                                                  | ✓                                           | ✓                                                                                                                               | ✓                                                                                                                   | ✓                                                                           | ✓                                                                                                                                                                                                           | Build up to 1 over the week                       |                                                        |                                                                                                                                                                                                                                                 |
| Days 6 – 10                       | ✓                                                                                                                                     | ✓                                                                                                                                                                                                                                                                                                    | ✓                                                      | ✓                                                                                  | ✓                                           | ✓                                                                                                                               | ✓                                                                                                                   | ✓                                                                           | ✓                                                                                                                                                                                                           | Build up to 2 over the week                       |                                                        |                                                                                                                                                                                                                                                 |
| Days 11– 15                       | ✓                                                                                                                                     | ✓                                                                                                                                                                                                                                                                                                    | ✓                                                      | ✓                                                                                  | ✓                                           | ✓                                                                                                                               | ✓                                                                                                                   | ✓                                                                           | ✓                                                                                                                                                                                                           | Build up to 1 per day                             |                                                        |                                                                                                                                                                                                                                                 |

## EDU3100 Assessment and Reporting Professional Experience Final Report

**This document is for reference use only.** 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 placement relates.

| USQ programs and courses                              | Number of days | Year Level/ Course                                               |
|-------------------------------------------------------|----------------|------------------------------------------------------------------|
| Bachelor of Primary Education and Secondary Education | <b>15</b>      | Year 3: EDU3100 Assessment and Reporting Professional Experience |

| ASSESSMENT SCORES                                                                            | EVIDENCE FOR THE APST DESCRIPTORS |
|----------------------------------------------------------------------------------------------|-----------------------------------|
| <b>D</b>                                                                                     | Developing skills and knowledge   |
| <b>A</b>                                                                                     | Achieving skills and knowledge    |
| <b>E</b>                                                                                     | 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                        |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------|--------------------------|--------------------------|
| <b>Developing awareness</b> of students' learning and development needs through observation and documentation.                          | APST 1.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Demonstrate awareness</b> of teaching strategies that are responsive to students' learning and development from diverse backgrounds. | APST 1.3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Demonstrate awareness</b> of differentiation strategies that are responsive to all students' learning and development needs.         | APST 1.5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Organise</b> the content of the learning experiences into an effective sequence.                                                     | APST 2.2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Uses</b> curriculum and assessment (focused observations) to design learning experiences.                                            | APST 2.3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Demonstrate</b> a knowledge of literacy and numeracy teaching strategies within learning experiences.                                | APST 2.5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Writes</b> learning goals for students of varying abilities and characteristics.                                                     | APST 3.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Plans</b> learning experience sequence using knowledge of student learning, content and effective teaching strategies                | APST 3.2 | <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                                                                                                          | APST     | D                        | A                        | E                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------|--------------------------|--------------------------|
| <b>Implements</b> several teaching strategies to engage students in relevant learning experiences that are responsive to individuals and small groups | APST 2.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Identifies</b> teaching strategies for using ICT to expand curriculum learning opportunities for students.                                         | APST 2.6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Uses a range of teaching strategies</b> to promote student learning and demonstrates reflection and improvement in these.                          | APST 3.3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Demonstrates</b> a knowledge of resources, including ICT, to engage students in their learning.                                                    | APST 3.4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Uses</b> vocal, facial expression and gestures to support student engagement.                                                                      | APST 3.5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Developing</b> a 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"/> |
| <b>Receives</b> constructive feedback in a positive and professional manner and acts upon it.                                                         | APST 6.3 | <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.

| Managing effectively – create safe and supportive learning environments                                                 | APST     | D                        | A                        | E                        |
|-------------------------------------------------------------------------------------------------------------------------|----------|--------------------------|--------------------------|--------------------------|
| <b>Identifies and records</b> strategies used to ensure all students can participate and actively engage in activities. | APST 4.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Demonstrates</b> an ability to organise activities and provide clear directions.                                     | APST 4.2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Observes and records</b> practical approaches to manage challenging behaviour.                                       | APST 4.3 | <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.

| Managing effectively – create safe and supportive learning environments                                                                        | APST     | D                        | A                        | E                        |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------|--------------------------|--------------------------|
| <b>Demonstrate an awareness</b> of formal and informal formative (observations) to assess student learning.                                    | APST 5.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Demonstrate an awareness</b> 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"/> |
| <b>Demonstrate awareness</b> 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"/> |

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

| Professional Conduct                                                                                                                                                                        | APST     | D                        | A                        | E                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------|--------------------------|--------------------------|
| <b>Identify</b> and work within system, curriculum and legislative requirements that support students' wellbeing and safety.                                                                | APST 4.4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Understand strategies</b> which promote safe, responsible and ethical use of ICTs.                                                                                                       | APST 4.5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Applies</b> key principles of codes of conduct and ethics for teachers through personal presentation, professional communication and conduct and appropriate interactions with students. | APST 7.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Understands</b> and applies school organisational processes and policies to own conduct and practice.                                                                                    | APST 7.2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Demonstrates</b> a willingness to participate with 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