

# EDU3200 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, 20-day placement.

Evaluation & Improvement Professional Experience will extend preservice educators' knowledge of unit planning to include planning across learning areas to create holistic and connected learning experiences. Preservice educators will further develop their understanding of assessment, moderation and reporting practices. **The Professional Experience component within this course requires preservice educators to collect and analyse learner data and develop a class profile which will inform their teaching practice during the 20-day placement.**

### 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 and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder	Teaching		Associated Course Assessment Tasks
	to site, environment, individual class(es). Students to bring printed copies of course: <ul style="list-style-type: none"><li>Placement guidelines</li><li>Placement report</li><li>Program PE Table</li></ul>	routines, teaching and learning practices, learning environment, assessment and feedback. This may include discussing how to:  Differentiate student learning needs Applying assessment practices to inform teaching and learning Whole class behaviours Feedback to students	with individual student's small groups and whole class	beginning of year Professional Learning Days, where possible. Attend meetings and duty as required by your site and supervising teacher	on observations, on your planning and teaching and assessing	and engaging in regular discussions and professional learning conversations with your Supervising Teacher and University Liaison	lesson plans and associated resources must be shared with your supervising teacher a min of 24 hours before teaching	should contain observations, reflections, feedback, lesson plans, resources	and planning a short series of lessons (unit of work). Negotiate with your Supervising Teacher when the following will occur:  Profiling a group of learners by collecting formal and informal data Planning for sequence of lessons to include opportunities for: Inquiry models Differentiating for student learning needs using UDL. Assessment practices and feedback to students.		to be completed during placement. During placement students gather evidence required to address course assessment requirements.
									Whole sessions (eg. morning, middle or afternoon)	Whole days (as per your Supervising Teacher's schedule)	
Day 1	✓	✓	✓	✓	✓	✓					
Days 2-5	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 per day		Develop a class profile Plan a short unit (series of lessons) for whole class. Practice developing and using effective rules and routines, or cues that are focused on creating learning habits that encourage students to respond quickly to instructions to reduce wasted learning time. Practice the use of early intervention techniques such as simple prompts, pre-corrections and verbal feedback
Days 6-10	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 2 per day		Teach a short unit differentiating appropriately. Enact and modify unit as you evaluate student data. Practice pitching an introductory lesson, by identifying where a student is in their learning through assessing what they now or think they know
Days 11 – 15	✓	✓	✓	✓	✓	✓	✓	✓		Build up to 1 full day	Reflect on and evaluate student improvement.
Days 16 - 20	✓	✓	✓	✓	✓	✓	✓	✓		Build up to 2 full days	Reflect on and evaluate student improvement.

## EDU3200 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 Professional Experience placement relates.

USQ programs and courses	Number of days	Year Level/ Course
Bachelor of Primary Education and Secondary Education	20	Year 3: EDU3200 Evaluation & Improvement 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>Demonstrates and seeks</b> an understanding of students' specific physical, social and intellectual learning development and characteristics and how these may affect learning.	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates knowledge</b> of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds. (example: differentiation strategies are evident in unit/lesson plans)	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates knowledge</b> of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching)	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organise</b> content into an effective learning and teaching sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Uses</b> relevant curriculum and assessment documents and knowledge to design sequence of lessons/learning experiences.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates knowledge</b> of literacy and numeracy teaching strategies and their application in lesson/unit plans	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sets</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> 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"/>

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
<b>Demonstrates</b> 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"/>
<b>Plans</b> ICT teaching strategies to support learning opportunities for students.	APST 2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Includes</b> a variety of strategies that are appropriate to the content taught and/or skills developed.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrate</b> 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"/>
<b>Demonstrate</b> verbal and non-verbal communication strategies to support student engagement.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrate</b> knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Seek</b> and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Managing effectively – create safe and supportive learning environments		D	A	E
<b>Identify</b> strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrate</b> the capacity to organise classroom activities and provide clear directions.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrate</b> knowledge of 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"/>

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Assessing and recording learning		D	A	E
<b>Demonstrate</b> 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"/>
<b>Demonstrate</b> 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"/>
<b>Demonstrate</b> understanding of assessment moderation and its application to support consistent and comparable judgments student learning.	APST 5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates</b> an ability to interpret planned assessment to evaluate student learning and modify teaching practices.	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrate</b> 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"/>

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

Professional conduct		D	A	E
<b>Describe</b> 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"/>
<b>Implements</b> timely and appropriate strategies to promote safe, responsible and ethical use of ICTs.	APST 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Understand</b> 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"/>
<b>Understand</b> 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"/>
<b>Demonstrates</b> 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