University of Southern Queensland

ECL2200 Professional Experience Placement Guidelines

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

Professional Experience context: Third Year, 15 Day, School placement

ECL2200 professional experience provides pre-service educators with a second opportunity to apply teaching practices in a school context. The course provides pre-service teachers with the opportunity to develop an understanding of the English Curriculum content knowledge across the strands of language, literature, and literacy with a focus on the early years of school. Pre-service educators will examine factors that impact on curriculum decision-making and their role in the learning environment with a specific focus on purposeful use of data to inform planning and assessment for, of and as student learning. Additionally, the placement provides an opportunity for pre-service educators to build capacity as teachers by critically reflecting on their practice and applying feedback from supervising teacher/s. A collection of critically analysed data, an English unit, lesson plans, a range of assessment strategies including documentation of the moderation process and critical reflections on their practice should be prepared over the duration of the professional experience.

Required experiences:

Throughout this Professional Experience placement, it is expected that the pre-service 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	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder	Teaching				Portfolio Resource Development
										Lessons (whole class/ small group)	Whole sessions	Whole Day	
	to site, environment, individual class(es), Students to bring printed copies of Placement guidelines Placement report Program PE Table	teaching and learning practices, environment, assessment and feedback.	with all students	meetings playground duty, school activities, bus duty, etc, as required by your supervising teacher's roster and site requirements	on observations, on your planning and teaching and assessing through self-reflection records in critical reflection journal	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 minimum of 24 hours in advance of the teaching	should contain observations, reflections, feedback, lesson plans, resources	and planning. Negotiate with your Supervising Early Education Teacher when the following will occur: Planning for teaching learning experiences				Collect data to complete class profile Complete assessment strategies for reading e.g., phonic, phonemic awareness, concepts of print, comprehension, reading fluency, running records and retell Collect 4 samples of student writing for moderation Video or audio record 1 shared reading lessons
Day 1-5	✓	✓	✓	✓	✓	✓	✓	✓	1 literacy lesson per day (days 2-5)				Observe supervising teacher Collect data to complete class profile Complete diagnostic assessment for reading for 2 focus students at instructional level e.g., running records, phonemic awareness, phonics, concepts of print, comprehension, fluency etc. Plan a series of 6 literacy lessons for weeks 2 and 3 Observe evidence based professional decision-making process.
Day 6-10	✓	✓	✓	✓	✓	✓	✓	✓	✓	Build to half day			Collect writing work sample of 4 focus students. Record a shared reading lesson Annotated unit plan (English) and Individual lesson plans (a sequence of 6 lessons).
Day 11-15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Build to 1 day	Annotate the 4 writing samples, then critically reflect and moderate with Mentor Teacher over the writing samples to make judgements regarding the standard of each writing piece

ECL2200 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 Early Childhood **Bachelor of Education Early Childhood**	**15**	**Year 3** **ECL2200**

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 and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	☐	☐	☐
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	APST 1.2	☐	☐	☐
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	☐	☐	☐
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	☐	☐	☐
Organise content into an effective learning and teaching sequence.	APST 2.2	☐	☐	☐
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	☐	☐	☐
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	☐	☐	☐
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	☐	☐	☐

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
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	☐	☐	☐
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1	☐	☐	☐
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	☐	☐	☐
Include a range of teaching strategies.	APST 3.3	☐	☐	☐
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	☐	☐	☐
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	☐	☐	☐
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	☐	☐	☐
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	☐	☐	☐

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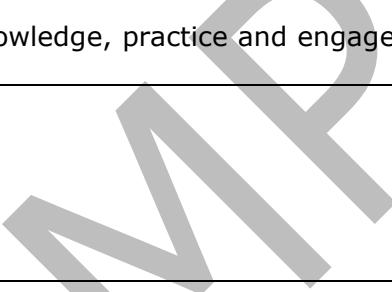

Managing effectively – create safe and supportive learning environments	APST	D	A	E
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	☐	☐	☐
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	☐	☐	☐
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	☐	☐	☐

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.
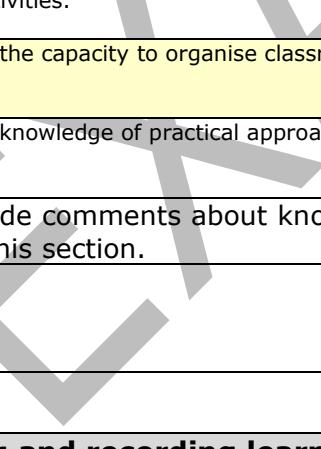
Assessing and recording learning	APST	D	A	E
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	☐	☐	☐
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	☐	☐	☐

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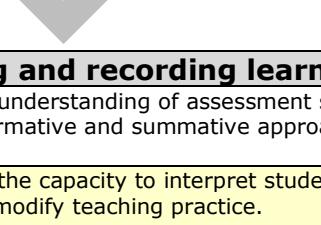
Professional Conduct	APST	D	A	E
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	☐	☐	☐
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	☐	☐	☐
Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	☐	☐	☐

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

Overall Comment