

ECP3200 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: Second Year, 15 Day, Prep placement

ECP3200 is the preservice teacher's first opportunity for a rich and productive placement in a primary school setting. The focus of the placement is gaining a deep knowledge and appreciation of the learning and assessment program, with a particular focus on the key learning area of Science. Situational analysis of the classroom and school will be compiled which will allow the preservice teacher to get to know social, contextual and cultural influences on teaching, learning and assessment. Information about the local community and families, the setting, the educational program, relevant policies and procedures, routines, and planning expectations for their intentional teaching and the children will be included. Over the duration of the professional experience, the preservice teacher will complete curriculum mapping, plan a science inquiry, and implement 5 learning experiences from this inquiry plan, all in collaboration with their supervising teacher.

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	Portfolio Resource Development
Day 1 & 2	✓	and teaching practices, assessment and feedback, and children's interactions, involvement and participation	with all children, guided by supervising teacher	meetings, playground duty, school activities, bus duty, etc. as required by your supervising teacher's roster and site requirements	on observations, your planning, teaching and assessing through daily self-reflection	Discuss insights, queries or concerns from your daily reflection with supervising teacher and University Liaison	learning experiences and resources in negotiation with supervising teacher. Share with your supervising teacher a min. of 24 hours in advance of implementation	Observations, reflections, feedback, lesson plans, resources	This placement begins with observing the supervising teacher's plans and then implementing preservice teacher's own plans with supervising teacher guidance.	Collect throughout duration of professional experience: <ul style="list-style-type: none"> Transition practices Age-appropriate ICT resources, multimedias for Science inquiries Children's literature – Science and Mathematics focus – and storytelling props Natural science materials and resources Sustainable practices – ideas for sustainability inquiries Ideas and strategies to support the development of children's social competence, positive behaviour and confidence. Programming and planning examples of play, indoor and outdoor learning. Communication and collaboration examples of colleagues, data collection, documentation, moderation, making judgements and feedback Professional learning activities
Day 3, 4 & 5	✓	✓	✓	✓	✓	✓	✓	✓	Conduct situational analysis, Templates in PE folder on ECP3200 StudyDesk	Course assessment Complete Portfolio Item 1: Curriculum mapping with supervising teacher. (see ECP3200 assessment)
Day 6 – 10	✓	✓	✓	✓	✓	✓	✓	✓	3 learning experiences for small groups or whole class: implement supervising teacher plans and following modelling by the supervising teacher on previous PE days	Plan science inquiry and seek feedback from supervising teacher (see ECP3200 assessment item 2) Negotiate which aspects of the project inquiry preservice teacher will implement over the next two weeks Discuss how to organise classroom activities, promote positive behavior, scaffold learning in science.
Day 11 – 15	✓	✓	✓	✓	✓	✓	✓	✓	3 learning experiences; implement supervising teacher plans 2 learning experiences; preservice teacher's own plans with supervising teacher's feedback prior to implementation Build towards one session each day for 2 days; preservice teacher's own plans with supervising teacher's feedback prior to implementation	Implement required activities from science inquiry plan (see ECP3200 assessment item 2) Implement required activities from science inquiry plan (see ECP3200 assessment item 2)

ECP3200 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 2 ECP3200 Early Scientific Thinking and Inquiry

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
Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning (Example: Inquiry plan within science lessons)	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate awareness of teaching strategies that are responsive to the diverse backgrounds of all students in the classroom (Example: reflect upon and record the selection of teaching strategies modelled by the supervising teacher; identify teaching strategies within lesson plans).	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate awareness of differentiation strategies that are responsive to all children's learning needs (Example: discuss and identify strategies that have been modelled by the teacher)	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise the content of the lesson into a logical sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses curriculum and assessment (focused observations) to design lesson plans.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an awareness of literacy and numeracy teaching strategies within lessons/learning experiences. (Example: discuss and identify strategies with supervising teacher).	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes learning goals for students of varying abilities and characteristics.	APST 3.1	<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"/>

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
Demonstrates awareness of the role of curriculum in lesson planning.	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement a range of teaching strategies identified within lesson plans.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a knowledge of and use resources, including ICT, to engage students in their learning.	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"/>
Developing a knowledge of strategies that can be used to evaluate lesson plans through reflective conversations with supervising teacher.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Managing effectively – create safe and supportive learning environments	APST	D	A	E
Observes and records strategies used to ensure all students can participate and actively engage in classroom activities	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an ability to organise activities and provide clear directions (Example: reinforces established classroom rules, routines and expectations)	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observes and records preventative, supportive and corrective strategies to manage challenging behaviour	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and work within system, curriculum and legislative requirements that support children’s wellbeing and safety (Example: curriculum risk assessment)	APST 4.4	<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.

Assessing and recording learning	APST	D	A	E
Demonstrate an awareness of assessment strategies used to identify that learning that has or has not occurred (Examples: formative - formal and informal observations)	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral communication to provide feedback in time to whole class (Example: "Great job everybody, you are correct 1 +1 is 2")	APST 5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an ability to interpret existing assessment data (student work samples; observations) to evaluate student learning and discuss implications for modifying teaching practices.	APST 5.4	<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.

Professional Conduct	APST	D	A	E
Receives constructive feedback in a positive and professional manner and acts upon it.	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"/>
Applies school/system organisational processes and polices to own conduct and practice.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a willingness to participate with staff in a range of activities.	APST 7.3	<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.

Overall Comment

EXAMPLE