

EDP2222 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, 10-day placement.

The Roles of the Teacher 2 is the preservice teacher's opportunity to investigate the variance in learners and the significance of planning to provide quality learning opportunities for all learners. Furthermore, they recognise that managing and responding to challenging learner behaviour is essential to maintain a supportive learning environment.

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		
Day 1	<ul style="list-style-type: none"> to site, environment, individual classes). Students to bring printed copies of course placement guidelines Placement report Program PE Table 	<ul style="list-style-type: none"> routines, teaching and environment, assessment and feedback. This may include discussing how to: <ul style="list-style-type: none"> Identify student learning needs using profiling data (differentiate) Applying assessment for and as learning Managing whole class behaviours. 	with individual student's small groups and whole class	<ul style="list-style-type: none"> 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	and engaging in regular discussions and professional learning conversations with your Supervising Teacher and University Liaison	<ul style="list-style-type: none"> lesson plans and associated resources must be shared with your supervising teacher a min of 24 hours in advance of the teaching 	<ul style="list-style-type: none"> should contain, observations, reflections, feedback, lesson plans, resources 	<ul style="list-style-type: none"> and planning for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur: <ul style="list-style-type: none"> Profiling a group of learners by collecting formal and informal data Planning for sequence of 3 lessons to include opportunities for: <ul style="list-style-type: none"> Formative data practices Cooperative learning approaches Promoting self-regulated learners Implementing classroom management micro skills. 		
Days 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	1 per day		
Days 6 – 10	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 per day		

EDP2222 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	10	Year 2 EDP2222 The Roles of the Teacher 2

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	APST 1.6	<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
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	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.

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of 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.

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding 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"/>
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	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.

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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	<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