

EDU1100 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: First Year, 10-day placement

Introduction to Professional Experience is the preservice teacher's first opportunity to undertake formal teaching in a school.

This first year second semester course provides the opportunity for preservice teachers to attend contexts and demonstrate they can apply the micro-skills of teaching. Preservice teachers will some develop skills in effective questioning, facilitating group learning and using student performance to identify focus areas for future planning and teaching.

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.

Required Experiences										
Timing in Professional Experience	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artifacts in a folder	Teaching	Associated Course / Assessment Tasks
	to site, environment, individual classes). Students to bring printed copies of course guidelines. <ul style="list-style-type: none"> Placement guidelines Placement report Program P.E Table 	<ul style="list-style-type: none"> routines, teaching and learning practices, learning environment, assessment and feedback. This may include discussing how to: <ul style="list-style-type: none"> Plan a sequence of lessons Applying assessment for and as learning Goal setting Managing wide class activities 	with individual student's 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 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 before teaching 	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"> Planning for individual lessons/learning episodes Teaching lessons/learning episodes 	
Day 1	✓	✓	✓	✓	✓	✓			Whole class lessons / short teaching episodes	
Days 2-5	✓	✓	✓	✓	✓	✓		✓	By the end of the 1 st week, deliver 2 short learning episodes or 1 Lesson	
Days 6-10	✓	✓	✓	✓	✓	✓		✓	During the 2 nd week, deliver 4 short learning episodes or 2 lessons	<ul style="list-style-type: none"> Take observations and engage in discussions with supervising teacher about teaching practices across the episodes/lessons. Work with small groups.

EDU1100 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 placement relates.

USQ programs and courses	Number of days	Year Level/ Course
Bachelor of Early Childhood, Primary Education and Secondary Education	10	Year 1: EDU1100 Introduction to Professional Experience

ASSESSMENT SCORES	EVIDENCE FOR THE APST DESCRIPTORS
NA	Insufficient opportunity
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	NA	D	A	E
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. Engaging in pedagogical conversation with supervising teacher.	APST 1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and/or write for an individual lesson/learning experience that demonstrates an early understanding of how content should be best organised to aid optimal student learning (For example whole class/small group/ individual child learning experiences).	APST 2.2	<input type="checkbox"/>	<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	NA	D	A	E
Demonstrates awareness of the role of curriculum in lesson planning/experience.	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials the use of a small range of teaching strategies that support student learning and skill development.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an awareness of the use/identification of resources that support student learning (For example, identifies resources to support learning goals within a learning	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

experience).					
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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	NA	D	A	E
Observes teaching practices and record strategies used to actively engage students in their learning.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials the use of various organisational activities and clear instructions within short learning experiences/transitions.	APST 4.2	<input type="checkbox"/>	<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	NA	D	A	E
Receives constructive feedback in a positive and professional manner.	APST 6.3	<input type="checkbox"/>	<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 awareness of duty of care.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acts appropriately according to school/system organisational policies and processes.	APST 7.2	<input type="checkbox"/>	<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