EPP3200 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, 15-day placement.

Practising as a Professional Teacher 2 will extend preservice educators' knowledge of unit planning to include planning across multiple 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 15-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	Orientating	Observing and documenting	Required experiences — Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder	Teaching — Whole class lessons / Short teaching episodes	Teaching — Whole sessions (eg. morning, middle or afternoon)	Teaching — Whole days (as per your Supervising Teacher's schedule)	Associated Course Assessment Tasks
	to site, environment, individual class(es). Students to bring printed copies of course: • Placement guidelines • Placement report • Program PE Table	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 their **first assignment** for this course and bring those experiences to the design of the **second assignment.**
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.
Days 6 – 10	✓	✓	✓	✓	✓	✓	✓	✓		Build up to 2 per day		Teach a short unit differentiating appropriately
Days 11 – 15	✓	✓	✓	✓	✓	✓	✓	✓			Build up to 1 per day	Enact and modify unit as you evaluate student data

EPP3200 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	**15**	**Year 3 EPP3200 Practising as a Professional 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 (example: develop a class profile using existing data).	APST 1.1	☐	☐	☐
Demonstrates knowledge 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	☐	☐	☐
Demonstrates knowledge 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	☐	☐	☐
Demonstrates appropriate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1	☐	☐	☐
Organise content into an effective learning and teaching sequence.	APST 2.2	☐	☐	☐
Use relevant curriculum and assessment documents and knowledge to design sequence of lessons/learning experiences.	APST 2.3	☐	☐	☐
Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans	APST 2.5	☐	☐	☐
Plans ICT teaching strategies to support learning opportunities for students.	APST 2.6	☐	☐	☐
Sets learning goals for students of varying abilities and characteristics.	APST 3.1	☐	☐	☐
Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.	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		D	A	E
Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.	APST 3.3	☐	☐	☐
Uses a range of resources and ICTs that target students' interests and learning needs.	APST 3.4	☐	☐	☐
Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.	APST 3.5	☐	☐	☐
Uses student assessment data and reflection on lessons taught to inform future planning.	APST 3.6	☐	☐	☐

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		D	A	E
Identifies a range of strategies to promote the participation of all students.	APST 4.1	☐	☐	☐
Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.	APST 4.2	☐	☐	☐
Demonstrate knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	APST 4.3	☐	☐	☐
Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	APST 4.4	☐	☐	☐
Understand strategies which promote safe, responsible and ethical use of ICT's.	APST 4.5	☐	☐	☐

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

Assessing and recording learning		D	A	E
Uses a planned assessment strategy to collect information on student learning progression.	APST 5.1	☐	☐	☐
Use of corrective and affirmative feedback (oral and written) to students about their learning.	APST 5.2	☐	☐	☐
Demonstrates an understanding through observation notes and reflections of how assessment is moderated to ensure consistent and comparable judgements.	APST 5.3	☐	☐	☐

		D	A	E
Demonstrates an ability to interpret planned assessment to evaluate student learning and modify teaching practices.	APST 5.4	☐	☐	☐
Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.	APST 5.5	☐	☐	☐

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

Professional conduct		D	A	E
Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.	APST 4.4	☐	☐	☐
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	☐	☐	☐
Describes and applies school/system organisational processes and polices to own conduct and practice and understands mandatory reporting requirements.	APST 7.2	☐	☐	☐
Demonstrates a willingness to participate with school staff in a range of activities.	APST 7.4	☐	☐	☐

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

Overall Comment