

# EDU4100 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: Fourth Year, 25-day final supervised placement

During this final supervised Professional Experience placement, students will be completing critical work for the Graduate Teacher Performance Assessment (GTPA). The GTPA is a culminating summative task undertaken by initial teacher education students that requires them to plan and implement a data driven cycle of instruction and evidence their practice against the Australian Performance Standards for Teachers (APSTs). Please note that students' satisfactory completion of the GTPA is a requirement for graduation from the BEDU program and therefore the work they complete on this placement is significant for them. Further information about the GTPA can be found at [www.graduatetpa.com](http://www.graduatetpa.com) and [www.usq.edu.au/current-students/academic/education-placements/resources-for-schools](http://www.usq.edu.au/current-students/academic/education-placements/resources-for-schools)

### 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										GTPA associated tasks		
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder	Teaching				
Day 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	Sequence of 4 lessons	Whole sessions e.g. middle	Whole days (as per your Supervising Teacher's schedule)	Negotiate with your Supervising Teacher when the following will occur:
Day 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	Within 1 class			
Day 6 – 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	Within 2 classes			Gather student data to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals.
Day 11 – 15	✓	✓	✓	✓	✓	✓	✓	✓	✓	Within 3 classes			<ul style="list-style-type: none"> <li>Plan a sequence of lessons aligned to student data and Australian Curriculum.</li> <li>Develop summative task and marking criteria for lesson sequence.</li> <li>Differentiate for students</li> <li>Implement assessment practices and feedback to students.</li> </ul>
Day 16 – 20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 full day		<ul style="list-style-type: none"> <li>Teach the planned sequence of lessons to whole class.</li> <li>Monitor student learning and make planning adjustments.</li> </ul>
Day 21 – 25	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 2 full days		<ul style="list-style-type: none"> <li>Implement summative task</li> <li>Mark and moderate task with supervising teacher</li> <li>Reflect and provide feedback to students.</li> <li>Report of student learning</li> </ul>