# ESP2200 Professional Experience Placement Guidelines

University of **Southern Queensland**

*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: Second Year, 15-day placement.

*Senior Secondary Curriculum and Pedagogy* is the third professional experience placement undertaken by preservice teachers in the Bachelor of Education (Secondary). This course acknowledges the senior phase of learning as a significant juncture in the schooling of students. Through providing learning about the distinct needs of learners in the senior years, it builds the capacity for preservice teachers to understand and adopt strategies that will strengthen year 11 and 12 student participation, engagement and attainment. It is important to note that the placement should focus on teaching in years 11 and 12, although observations and teaching can occur in junior secondary classes as well as senior classes.

### 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 | Working | Attending | Reflecting | Professional learning conversations | Planning/ Learning Experiences | Collecting PE artefacts in a folder | Teaching | | | 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: • Plan a sequence of lessons in senior classes • Applying assessment for and as learning • Managing whole 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 | 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 for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur: • Planning for individual lessons/learning episodes • Teaching lessons/learning episodes | | | • Please note course assessments support **knowledge for the placement.** |
| | | | | | | | | | A sequence of 3 lessons (min 30 mins in length) | Whole sessions (eg. morning, middle or afternoon) | Whole days (as per your Supervising Teacher's schedule) | |
| Day 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | • Take observations and engage in discussions with supervising teacher about teaching practices across the school contexts • Work with small groups • Plan sequences of 3 short lessons to be planned and taught, building to teaching sequences of lessons within 3 classes |
| Days 2 – 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Within 1 class | | | |
| Days 6 – 10 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Within 2 classes | | | |
| Days 11 – 15 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Within 3 classes | | | |

*(Column header: Required experiences)*

# Professional Experience
# ESP2200 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 Secondary** | **15** | **Year 3 ESP2200 Senior Secondary Curriculum and Pedagogy** |

| 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 **knowledge** of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs). | APST 1.1 | ☐ | ☐ | ☐ |
| Demonstrating **knowledge** of teaching strategies through the Planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile). | APST 1.3 | ☐ | ☐ | ☐ |
| Demonstrates **knowledge** of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print) | APST 1.5 | ☐ | ☐ | ☐ |
| Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and **demonstrates** an appropriate sequence (example: orientating, enhancing and synthesising phases, introduction, body and closing phases). | APST 2.2 | ☐ | ☐ | ☐ |
| **Uses relevant curriculum and assessment documents** to develop a sequence of lessons/learning experiences (example use of ACARA English and Formative PM benchmarks to inform guided reading lessons). | APST 2.3 | ☐ | ☐ | ☐ |
| **Identifies** and understands literacy and numeracy teaching strategies and their application in lesson/unit plans | APST 2.5 | ☐ | ☐ | ☐ |
| Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | APST 3.1 | ☐ | ☐ | ☐ |
| **Identifies** ICT teaching strategies to support learning opportunities for students. | APST 2.6 | ☐ | ☐ | ☐ |
| Develops a sequence of lessons with **explicit, challenging and achievable learning goals.** | 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 |
|---|---|---|---|---|
| Demonstrates **appropriate knowledge** of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents | APST 2.1 | ☐ | ☐ | ☐ |
| **Uses a range of teaching strategies** to promote student learning and Demonstrates reflection and improvement in these. | APST 3.3 | ☐ | ☐ | ☐ |
| **Uses a range of resources** and ICTs that target students' interests and learning needs. | APST 3.4 | ☐ | ☐ | ☐ |
| **Trials** questioning and scanning skills together with an effective use of vocal, facial expression and gestures to support student engagement. | APST 3.5 | ☐ | ☐ | ☐ |
| **Evaluates own lessons** and teaching sequences to promote student learning. | APST 3.6 | ☐ | ☐ | ☐ |

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

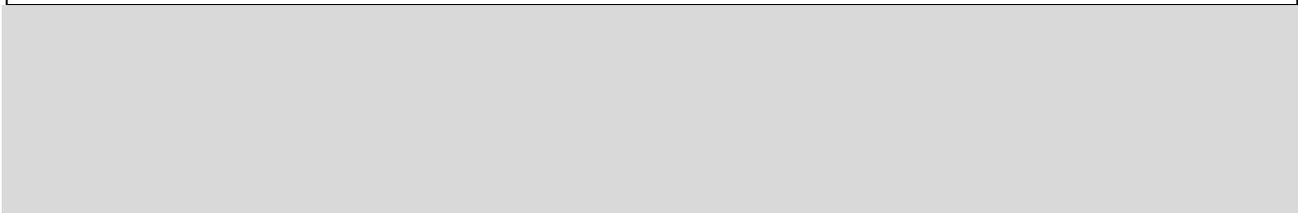| Managing effectively – create safe and supportive learning environments | | D | A | E |
|---|---|---|---|---|
| **Identifies** a range of strategies to promote the participation of all students in a lesson/learning activity. | APST 4.1 | ☐ | ☐ | ☐ |
| **Reinforces established classroom rules, routines and expectations,** through the use of clear directions and organisation, to effectively manage the learning environment. | APST 4.2 | ☐ | ☐ | ☐ |
| **Demonstrates knowledge** of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours. | APST 4.3 | ☐ | ☐ | ☐ |
| **Records** student attendance, absence and safety concerns as required. | 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 |
|---|---|---|---|---|
| **Plans lessons** and lesson experiences which include a variety of assessment approached to assess student learning. | APST 5.1 | ☐ | ☐ | ☐ |
| **Uses oral and written communication** to provide feedback to students about their learning. | APST 5.2 | ☐ | ☐ | ☐ |
| **Demonstrates an understanding** through observation notes and reflections on how assessment is moderated to ensure consistent and comparable judgements. | APST 5.3 | ☐ | ☐ | ☐ |
| **Use of planned questions/activities** that allow for a check of student understanding in order to respond to their learning needs. | 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 6.3 | ☐ | ☐ | ☐ |
| 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 | ☐ | ☐ | ☐ |
| **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 7.3 | ☐ | ☐ | ☐ |

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

**Overall Comment**