

EDM8100 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: Semester 4 (Fourth Semester, 25-day final supervised placement, Prep – Year 3).

During this final supervised Professional Experience placement, preservice teachers 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 the preservice teachers' satisfactory completion of the GTPA is a requirement for graduation from the Master of Learning and Teaching program and therefore the work they complete on this Professional Experience placement is significant for them. Further information about the GTPA can be found at <https://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 placement	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Negotiate with your Supervising Teacher when the following will occur: Gather student data to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals. Plan a sequence of lessons aligned to student data and Australian Curriculum. Develop summative task and marking criteria for lesson sequence. Differentiate for students Implement assessment practices and feedback to students. Teach the planned sequence of lessons to whole class. Monitor student learning and make planning adjustments. Implement summative task Mark and moderate task with supervising teacher Reflect and provide feedback to students. Report of student learning
Days 2-5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Days 6-10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 per day	
Days 11-15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 per day	
Days 16-20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 Full day	
Days 20-25	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 full days	