

EDM5000 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 1 (First Semester), 15-day first supervised placement.

This course provides an introduction for preservice teachers entering the teaching profession to the basic concepts and developmental issues connected to the pedagogical strategies for learning to teach in an educational setting. Preservice teachers will develop effective lesson planning processes underpinned by the connection between assessment, curriculum and pedagogy. Preservice teachers will be required to use theory to practice connections to justify their teaching and assessment decisions.

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										EDM5000 associated tasks	
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder.	Teaching			
Days 1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	Whole class lessons/ short teaching episodes	Whole days (as per your Supervising Teacher's schedule)	Negotiate with your Supervising Teacher when the following will occur:
Days 3-5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		<ul style="list-style-type: none"> • Gather student data (with Supervising Teacher support) to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals. • Undertake formal lesson observations of Supervising Teacher lessons. • Plan individual lessons for small groups and whole class (formal reflections required following each lesson).
Days 6-10	✓	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 per day	Build up to 1 full day	<ul style="list-style-type: none"> • Plan a short sequence of lessons aligned to student data and Australian Curriculum (F-10). • Utilise explicit teaching model and lesson scaffolding within lessons. • Implement verbal and non-verbal strategies for student engagement.
Days 11-15	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 per day	Build up to 1 full day	<ul style="list-style-type: none"> • Teach the planned sequence of lessons to whole class and monitor student progress. • Make ongoing adjustments based on lesson reflections and Supervising Teacher feedback. • Assess impact on student learning through summative assessment. • Provide written and verbal feedback to students. • Critically reflect on the effectiveness of planning and implementation. • Determine next steps teaching.

EDM5000 Final Placement 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
Master of Learning and Teaching (Primary) Master of Learning and Teaching (Secondary)	15	Semester 1 (First Semester) School Setting

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 an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning and modifications in lessons and formative assessments.	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an awareness of differentiated teaching practice (recording observations) and reflective thinking that show a professional and theoretical knowledge of the importance of catering for diverse learners.	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates accurate knowledge through an explanation of the content and how it caters for student learning needs and can answer content-related questions from students.	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons that demonstrates an understanding of the need for scaffolding learning. Organise content into an effective learning and teaching sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses relevant curriculum documents to develop a sequence of lessons/learning experiences.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Teaching effectively - enactment of teaching	APST	D	A	E
Sets learning goals that cater for individual students of varying abilities and characteristics	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans a lesson sequence that incorporates a range of teaching and learning strategies that develop learners' understandings and/or skill development, in consultation with the supervising teacher.	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials the use of some learning resources including ICTs aimed at engaging students in their learning	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates own lessons and teaching sequences to promote student learning.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Managing effectively – create safe and supportive learning environments	APST	D	A	E
Discusses with the supervising teacher strategies to promote the participation of all students and trials some of these strategies.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforces established classroom rules, routines and expectations, through the use of clear directions, to effectively manage the learning environment.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and uses approaches to support appropriate behaviours. (Example, supportive and corrective strategies)	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Assessing and recording learning	APST	D	A	E
Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred. Demonstrates an awareness of simple summative strategies appropriate to a lesson and/or sequence of lessons.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral communication to provide in time feedback to whole class (Example, well done, the answer is 4)	APST 5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Professional conduct	APST	D	A	E
Receives constructive feedback in a positive and professional manner.	APST 6.3	<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 appropriate interactions with students during placement only.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies and understands school/system organisational processes and policies in relation to own conduct and practice and understands mandatory reporting requirements.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language	APST 7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Overall Comment