

EDM5001 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 2 (Second Semester), 20-day second supervised placement with 1 lesson observation in year 4-6 classroom for MELT students

This course will introduce key concepts about student development, specifically cognitive, physical and psychosocial development. The course will examine different explanations for learning, including the behaviourist, cognitive and social-learning perspectives. Individual differences (e.g. intelligence, motivation and social-cultural factors) and how they affect the learning process will also be examined. On the completion of this course, preservice teachers will understand student development, which they will apply when designing effective educational environments that promote learning.

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										EDM5001 associated tasks	
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder.	Teaching			
Day 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	and planning for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur:	Negotiate with your Supervising Teacher when the following will occur:
Days 2-5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Whole class lessons/ short teaching episodes	Whole days (as per your Supervising Teacher's schedule)
Days 6-10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 per day	Build up to 1 per day
Days 11-15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 per day	Build up to 1 full day
Days 16-20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 per day	Build up to 1 full day

EDM5001 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 (Early Years) Master of Learning and Teaching (Primary) Master of Learning and Teaching (Secondary)	20	Semester 2 (Second 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 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses relevant curriculum and assessment 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
Identifies literacy and numeracy teaching strategies and their application in lesson plans.	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops a sequence of lessons with explicit, challenging and achievable learning goals.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a range of resources and ICTs that target students' interests and learning needs.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.	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
Identifies a range of strategies to promote the participation of all students.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	APST 4.4	<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.

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.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral and written communication to provide feedback to students about their learning.	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
Seeks constructive feedback in a positive and professional manner and acts upon it.	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 centre/system organisational processes and policies in relation to their 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"/>
Demonstrates a willingness to participate with staff in a range of activities during placement only.	APST 7.4	<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