

EDS2401 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: Second Year, 15-day placement.

Junior Secondary Curriculum and Pedagogy is the second professional experience placement undertaken by preservice teachers in the Bachelor of Education (Secondary). This course further builds on understandings of the professional practice of teaching. This course is required under the Professional Standards for Teachers in relation to planning units (series of lessons) and therefore organising and sequencing subject content for effective learning experiences. A key consideration is that curriculum and pedagogy should be designed to be developmentally responsive and meet the diverse needs of junior secondary learners.

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.

| Required experiences | | | | | | | | | | |
|-----------------------------------|---|---|--|--|---|--|--|---|---|---|
| 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. <ul style="list-style-type: none"> Placement guidelines Placement report Program PE Table | routines, teaching and learning practices, learning environment, assessment and feedback. This may include discussing how to: <ul style="list-style-type: none"> Plan a sequence of lessons Applying assessment for and as learning Goal setting 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: <ul style="list-style-type: none"> Planning for individual lessons/learning episodes Teaching lessons/learning episodes | |
| Day 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | Whole class/ small group lessons/ short teaching episodes | |
| Days 2 – 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Within 1 class | |
| Days 6 – 10 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Within 2 classes | |
| Days 11 – 15 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Within 3 classes | <ul style="list-style-type: none"> 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. |

EDS2401 Professional Experience 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 2 EDS2401 Junior 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 an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning. | APST 1.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates 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 an awareness of the need to differentiate teaching practice (recording observations) and reflective thinking to meet the different learning needs of all students. | APST 1.5 | <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. | APST 2.2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses relevant junior secondary curriculum documents in designing to develop a sequence of lessons/learning experiences. | APST 2.3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sets learning goals for individuals and classes based on the curriculum documents and an understanding of individual students. | 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"/> |

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 knowledge of the correct concepts and content. (as evident in lesson planning) | APST 2.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies (through observations) ICT teaching strategies to support learning opportunities for students. | APST 2.6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trials a small range of teaching strategies to promote student learning and Demonstrates reflection on how to improve in these. | APST 3.3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trials the use of some learning resources 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"/> |
| Discusses strategies with the supervising teacher and trials some of these. | APST 4.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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 |
|--|----------|--------------------------|--------------------------|--------------------------|
| Uses clear instructions and explanations within short learning experiences/lessons. | APST 4.2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies preventative, supportive and corrective strategies to support a positive learning environment (example use of essential skills for classroom management) | APST 4.3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Professional Conduct | | D | A | E |
|---|----------|--------------------------|--------------------------|--------------------------|
| Receives constructive feedback in a positive and professional manner and acts upon it promptly | 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. | APST 7.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Acts appropriately according to school/system organisational policies and processes. | APST 7.2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

Overall Comment

EXAMPLE