

EDP2111 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: Second Year, 10-day placement.

In *The Roles of the Teacher* preservice educators design a sequence of lesson plans and formative assessment tasks that provide learning opportunities to meet the diverse needs of all learners. They develop an understanding of the complex demands of the teaching profession. Preservice teachers recognise how the use of effective teaching and learning practices and, classroom management techniques enable a supportive learning environment.

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
Day 1	✓ 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.	✓ with individual student's small groups and whole class activities	✓ meetings and duties etc. as required by your site and supervising teacher's roster	✓ on your planning for teaching and learning and assessment	✓ and engaging in regular 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	Take observations and engage in discussions with supervising teacher about teaching practices across the school contexts.
Days 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	Whole class lessons / Short learning episodes	1 per day
Days 6 – 8	✓	✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day
Days 9 + 10	✓	✓	✓	✓	✓	✓	✓	✓	Whole class lessons / Short learning episodes	1 per day

EDP2111 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 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 placement relates.

USQ programs and courses	Number of days	Year Level/ Course
Bachelor of Education Primary	10	Year 2 EDP2111 The Roles of the Teacher 1

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 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 maths 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 curriculum documents in designing 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 pre-service teacher in relation to this section.

Teaching effectively - enactment of teaching	APST	D	A	E
Demonstrates knowledge of the correct maths concepts and content. (as evident in lesson planning)	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets learning goals for individuals and classes based on mathematics 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"/>
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"/>

Tries the use of some learning resources aimed at engaging students in their maths 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"/>
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"/>
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 communication to provide feedback in time to whole class students feedback to student. (Example, well done, the answer is 4)	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Professional Engagement	APST	D	A	E
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	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 awareness of duty of care.	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.

Managing effectively – create safe and supportive learning environments	APST	D	A	E
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	<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.

Assessing and recording learning	APST	D	A	E
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the purpose of providing timely and appropriate 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 pre-service teacher in relation to this section.

Professional conduct	APST	D	A	E
Please leave blank if unable to assess in the school context Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	APST 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	<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