

ESP3100 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.

Social and Emotional Wellbeing in Secondary School context is the third professional experience placement undertaken by preservice teachers in the Bachelor of Education (Secondary). This course is designed to prepare preservice teachers for teaching positions in secondary schools by helping them to develop an awareness of the nature of risk and the protective factors that impact on students' social and emotional wellbeing and mental health.

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 | Required experiences | | | | | | | | | | Associated Course Assessment Tasks | |
|-----------------------------------|---|--|--|--|---|--|--|--|--|---|------------------------------------|--|
| | Orientating | Observing and documenting | Working | Attending | Reflecting | Professional learning conversations | Planning/ Learning Experiences | Collecting PE artefacts in a folder | Teaching | | | |
| | 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 | <ul style="list-style-type: none"> 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 Developing lesson objectives 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 | Whole days (as per your Supervising Teacher's schedule) Whole sessions (eg. morning, middle or afternoon) A sequence of 3 lessons | | |
| Day 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | <ul style="list-style-type: none"> Take observations and engage in discussions with supervising teacher about teaching practices across the school contexts |
| Days 2–5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Within 1 class | | |
| Days 6–10 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Within 2 classes | | <ul style="list-style-type: none"> Work with small groups |
| Days 11–15 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Within 3 classes | | <ul style="list-style-type: none"> Plan sequences of 3 short lessons to be planned and taught, building to teaching sequences of lessons within 3 classes |

Professional Experience ESP3100 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 ESP3100 Social and Emotional Wellbeing in Contemporary Secondary School context |

| 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 the relevance of responding to students' individual characteristics and developmental stage through the use of modifications in lessons and formative assessments (example use of Universal Design for Learning: UDL principles and learning theories). | 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 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"/> |
| 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 curriculum documents in designing to develop a sequence of lessons/learning experiences. | APST 2.3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans | APST 2.5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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"/> |

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

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| Teaching effectively - enactment of teaching | | D | A | E |
|--|----------|--------------------------|--------------------------|--------------------------|
| Demonstrates accurate knowledge through an articulation and effective explanation of the lesson content effectively to students and can answer content-related questions from students. | APST 2.1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies ICT teaching strategies to support learning opportunities for students. | APST 2.6 | <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 ICT, 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"/> |

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

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| Managing effectively – create safe and supportive learning environments | | D | A | E |
|---|----------|--------------------------|--------------------------|--------------------------|
| Discusses strategies with the supervising teacher and trials some of these. | 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"/> |

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

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| Assessing and recording learning | | 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"/> |
| Considers the types of evidence required to effectively evaluate student learning. | APST 5.4 | <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.

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| Professional conduct | | D | A | E |
|---|----------|--------------------------|--------------------------|--------------------------|
| Writes observations and reflections that demonstrates theoretical knowledge about school/system, curriculum and legislative requirements related to students' wellbeing. | APST 4.4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discusses and identifies strategies which promote safe, responsible and ethical use of ICT's. | APST 4.5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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"/> |
| Describes how school/system organisational processes and polices applies to own conduct and practice | 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.

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Overall Comment



EXAMPLE