

EDU8821 Work Integrated Learning Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of pre—service teacher activity required during the professional experience scheduled

complete the assessable components of this placement in order to pass this course. Throughout this Work Integrated Learning placement, it is expected that the Work Integrated Learning context: Mainstream or Special Education setting. This placement CAN BE undertaken in the school in which the student is currently working. If you are not currently working or do not have access to a suitable placement, the Professional Experience Office will source a placement for you. Support and supervision of UniSQ students will be provided by the EDU8821 course examiner, or their delegate. It is essential for students to attend and UniSQ students will have access to the following experiences.

Timing in					Required e	Required experiences			
Professional Evnerience	Orientating	Orientating Observing	Assessing IniSO Student to	Developing a plan	Implementing	Monitoring Monitor student	Assessing	Reflecting Reflect and report	Associated Course Assessment Tasks tobe
	a student who	observed in a	conduct an assessment intervention plan		lan	progress during	implementation of	on the	Students are required to develop,
	may benefit from	variety of settings	(either teacher made	for 5 – 8 sessions	for 5 – 8 sessions	the plan	the plan	implementation of	implement, and reflect upon a tier 3
	tier 3 intervention for the UniSQ	for the UniSQ	test or commercial					the plan	intervention for one student in consultation
		student to gain an	assessment) to identify						with their school. This will be uploaded to
	with appropriate	understanding of	target student's areas						study desk as Assignment Task 2
	school staff)	their needs.	of difficulty						
			Collect other data						
			available on target						
			זוממפון						
Day 1	>							>	 Identify student who may benefit
Days 2-5		>	>					>	from tier 3 intervention (in
Days 6-10			>	>				>	Conduct an assessment (either
Days 11-15				>				>	teacher made test orcommercial assessment) to identify areas of
Days 16-20					>	>	>	>	difficulty Collect other data availableon
Days 21-25							>	>	student • Develop and implement an
									intervention plan for 5 – 8 sessions
								>	 Conduct monitoring andfinal
									assessments to determine progress
								>	Reflect and report on intervention
									, contract of the contract of



EDU8821 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
Master of Education	25	EDU8821

ASSESSMENT SCORES	EVIDENCE FOR THE APST DESCRIPTORS
D	Developing skills and knowledge
Α	Achieving skills and knowledge
E	Exceeding skills and knowledge
Please use the expectations of	f skills and knowledge as a criterion to inform decision making

Planning effectively - preparation for teaching	APST	D	Α	Ε
Uses knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning (example: develop a class profile using existing data).	APST 1.1			
Uses knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds. (example: differentiation strategies are evident in unit/lesson plans)	APST 1.3			
Uses 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			
Uses appropriate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1			
Organises content into an effective learning and teaching sequence.	APST 2.2			
Uses relevant curriculum and assessment documents and knowledge to design sequence of lessons/learning experiences.	APST 2.3			
Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans	APST 2.5			
Plans ICT teaching strategies to support learning opportunities for students.	APST 2.6			
Sets learning goals for students of varying abilities and characteristics.	APST 3.1			
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			

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

Teaching effectively - enactment of teaching		D	Α	E
Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.	APST 3.3			
Uses a range of resources and ICTs that target students' interests and learning needs.	APST 3.4			
Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.	APST 3.5			
Uses student assessment data and reflection on lessons taught to inform future planning.	APST 3.6			
Please provide comments about knowledge, practice and engagement of prelation to this section.	ore-service	tea	iche	er in

Managing effectively – create safe and supportive lea environments	rning	D	A	E
Identifies a range of strategies to promote the participation of all students.	APST 4.1			
Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.	APST 4.2			
Uses knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	APST 4.3			
Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	APST 4.4			
Uses strategies which promote safe, responsible and ethical use of ICT's.	APST 4.5			
relation to this section.				
Accessing and recording languages				_
Assessing and recording learning Uses a planned assessment strategy to collect information on student		D	Α	E
Uses a planned assessment strategy to collect information on student learning progression.	APST 5.1	D	A	E
Uses a planned assessment strategy to collect information on student learning progression. Use of corrective and affirmative feedback (oral and written) to students about their learning.	APST 5.1 APST 5.2			
Uses a planned assessment strategy to collect information on student learning progression. Use of corrective and affirmative feedback (oral and written) to students about their learning. Uses an understanding through observation notes and reflections of how assessment is moderated to ensure consistent and comparable judgements.				
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Uses a planned assessment strategy to collect information on student learning progression. Use of corrective and affirmative feedback (oral and written) to students about their learning. Uses an understanding through observation notes and reflections of how assessment is moderated to ensure consistent and comparable judgements. Uses an ability to interpret planned assessment to evaluate student	APST 5.2 APST 5.3			

Professional conduct		D	Α	E
Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.	APST 4.4			
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			
Describes and applies school/system organisational processes and polices to own conduct and practice and understands mandatory reporting requirements.	APST 7.2			
Demonstrates a willingness to participate with school staff in a range of activities.	APST 7.4			
Please provide comments about knowledge, practice and engageme relation to this section.	nt of pre-serv	ice t	:eacl	ner
		M		
		,		
Overall Comment	Y			