

EDU2100 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.

Curriculum and Pedagogy Professional Experience is the preservice teacher's second opportunity to undertake formal teach in a school.

This second-year course provides the opportunity for preservice teachers to continue to build on the experiences and knowledge from their first in school experience, as well as curriculum and pedagogy courses studied so far. Preservice teachers will closely examine the structure and intent of curriculum documents and develop practical skills to thoughtfully implement and plan teaching that will effectively engage and empower students in 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	Required experiences									Associated Course Assessment Tasks	
	Orientating	Observing	Working	Attending	Reflecting	Discussing	Planning	Collecting PE artefacts in a folder	Teaching		
	to site, environment, individual class(es). Students to bring printed copies of course: • Placement guidelines • Placement report	routines, teaching and learning practices, learning environment, assessment and feedback. This may include discussing how to: • Plan a sequence of lessons • Differentiate student learning needs using product, process and environment • Goal setting • Managing whole class activities	with individual students, 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: • Planning for individual lessons/learning episodes • Teaching lessons/learning episodes	Whole class lessons / Short learning episodes Whole sessions (eg. morning, middle or afternoon) Whole days (as per your Supervising Teacher's schedule)	
Day 1	✓	✓	✓	✓	✓	✓					Take observations and engage in discussions with supervising teacher about teaching practices across the school contexts.
Days 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	1 per day		
Days 6 – 10	✓	✓	✓	✓	✓	✓	✓	✓	1 per day		

EDU2100 Curriculum and Pedagogy Professional Experience Final Report

This document is for reference use only. 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 placement relates.

USQ programs and courses	Number of days	Year Level/ Course
Bachelor of Primary Education and Secondary Education	15	Year 2: EDU2100 Curriculum and Pedagogy Professional Experience

ASSESSMENT SCORES	EVIDENCE FOR THE APST DESCRIPTORS
NA	Insufficient opportunity
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	NA	D	A	E
Developing awareness of students' learning and development needs through observation and documentation.	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate awareness of teaching strategies that are responsive to students' learning and development from diverse backgrounds.	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate awareness of differentiation strategies that are responsive to all students' learning and development needs.	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses curriculum and assessment (focused observations) to design learning experiences.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates the ability to Sets learning goals that cater for individual student's varying abilities and characteristics (Example: drawing from observations identify possible learning goals for a focus child).	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively Plan learning experience sequence using knowledge of student learning, content and effective teaching strategies	APST 3.2	<input type="checkbox"/>	<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	NA	D	A	E
Demonstrates awareness of the role of curriculum in planning a learning experience.	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purposefully 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"/>	<input type="checkbox"/>
Purposefully trials resources, including ICT, that engage students in their learning.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials voice, facial expression, gestures, physical movement and visual cues to engage student in learning.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively 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"/>	<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	NA	D	A	E
Observes and records strategies used to ensure all students can participate and actively engage in activities.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an ability to organise activities and provide clear directions.	APST 4.2	<input type="checkbox"/>	<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	NA	D	A	E
Applies key principles of codes of conduct and ethics for teachers through personal presentation, professional communication and conduct and appropriate interactions with students.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and applies school organisational processes and policies to own conduct and practice.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a willingness to participate with staff in a range of activities.	APST 7.4	<input type="checkbox"/>	<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