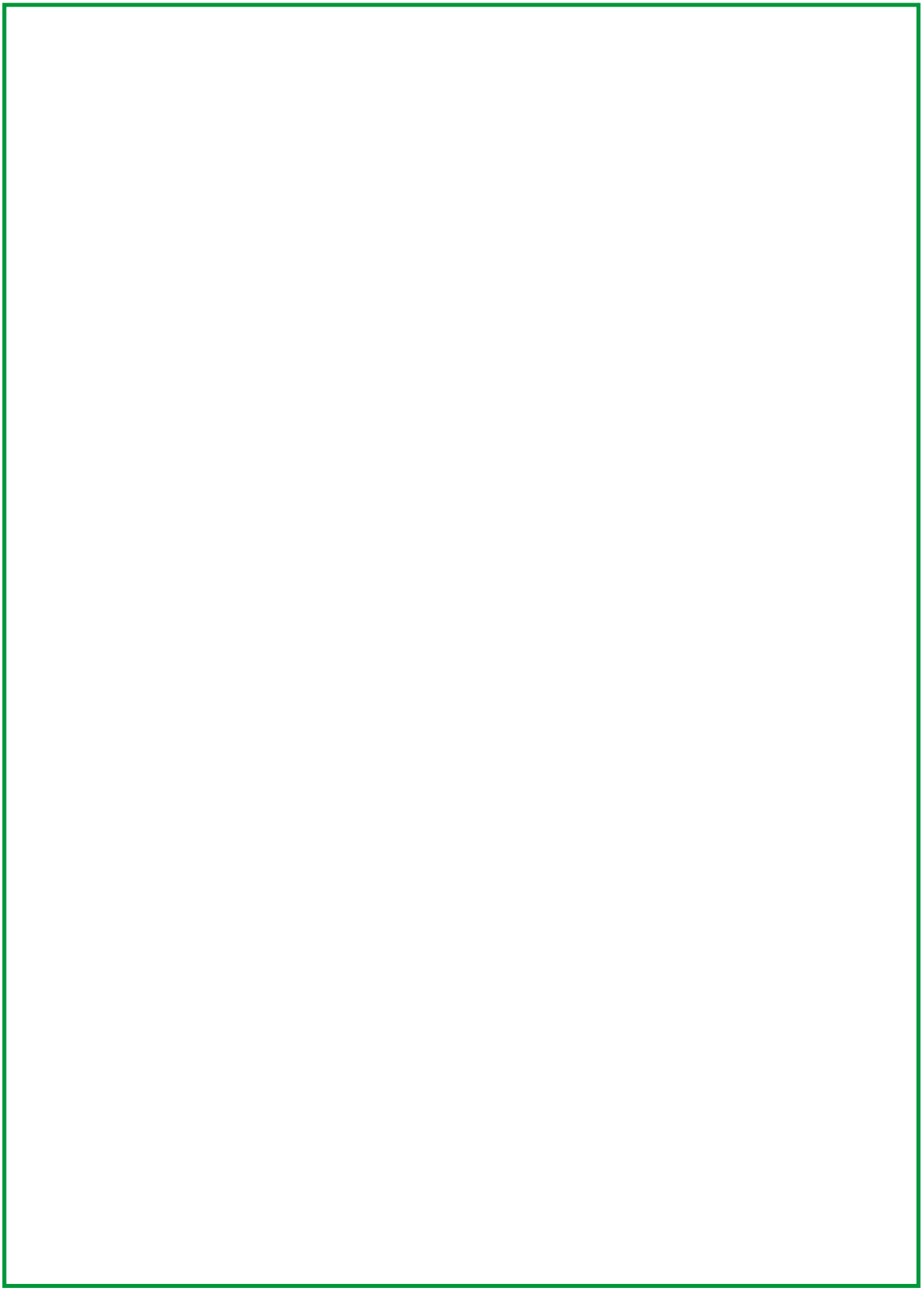
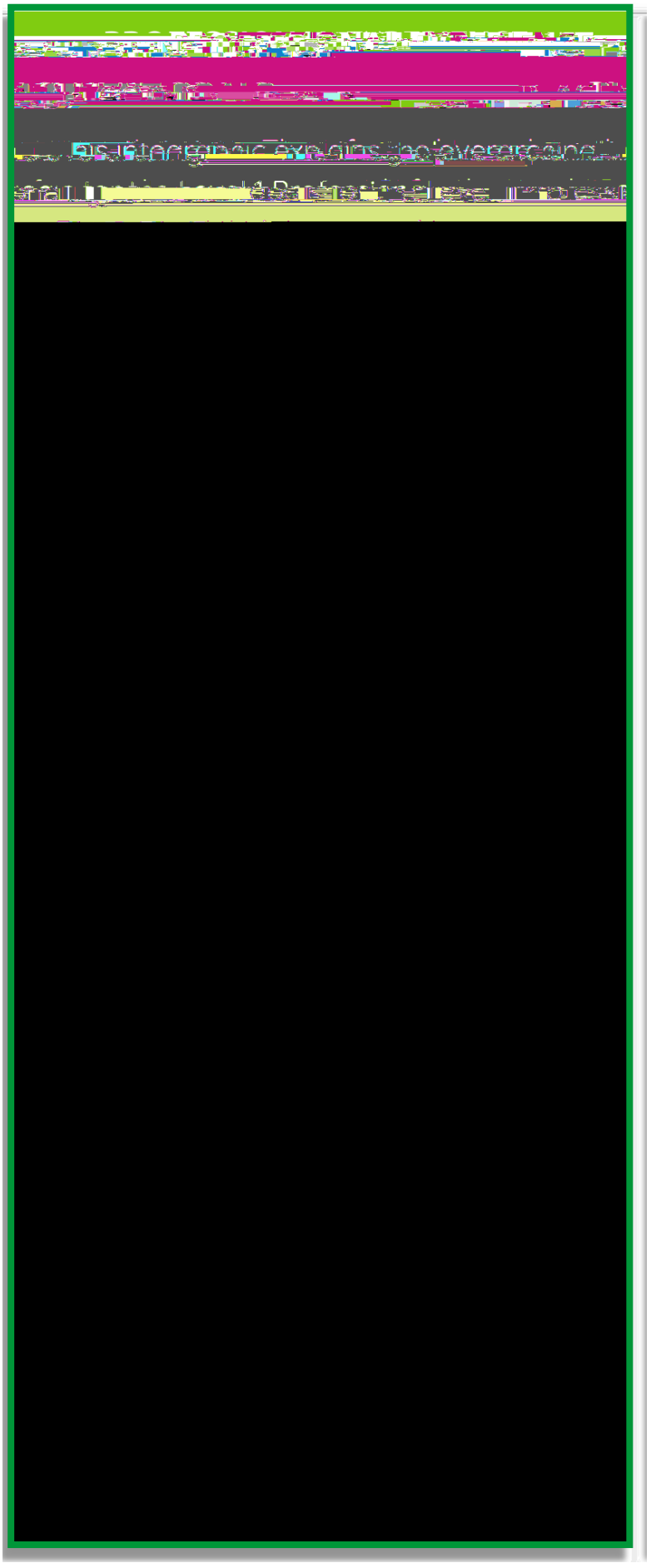
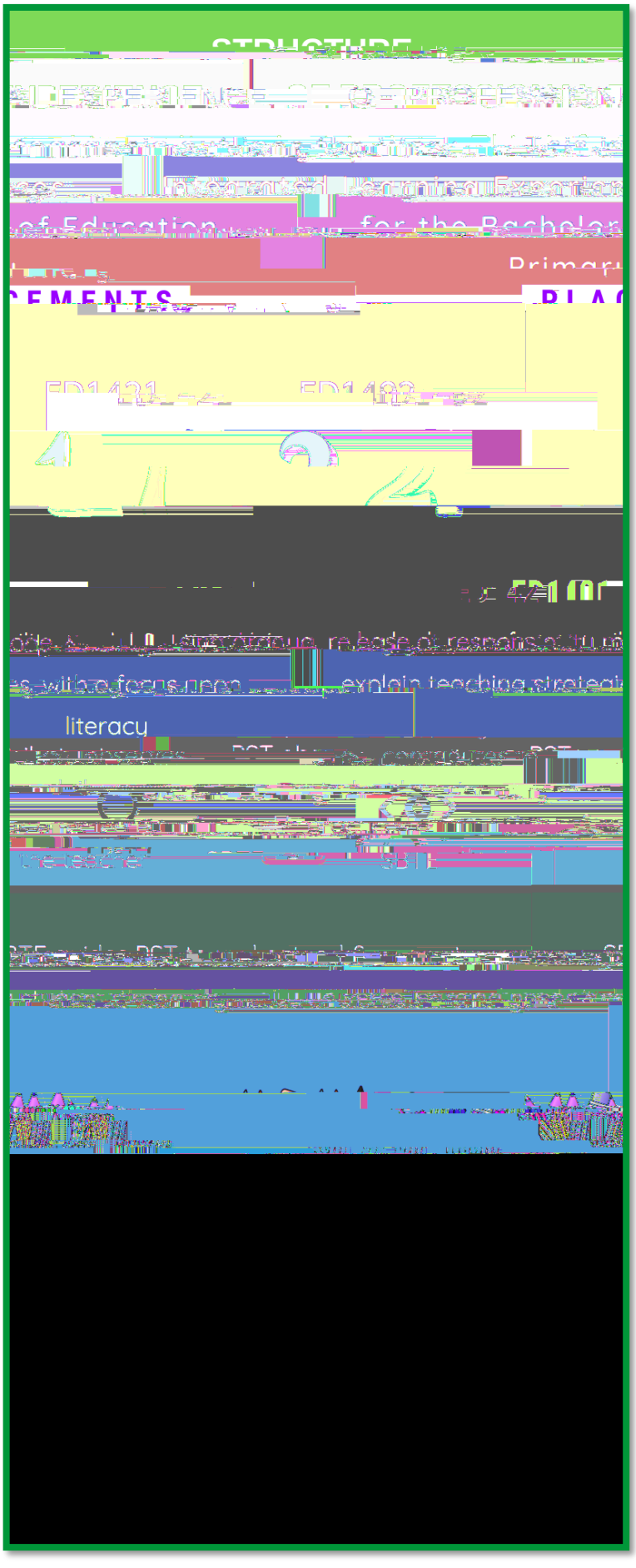


Placement Goals & Structure for Level 1 Placements





Program Overview

This overview will support the SBTE's understanding of the PST's developmental study journey. Assessment decisions should be based on where the practicum fits within the program. The Preservice Teacher demonstrates engagement with the Graduate Standards as

Professional Experience Contacts

	Cairns	Townsville
Address	Student Placements Team	

Important Placement Notice

Attendance must be for the entire school day and per the host site's timetable, including meetings and in-school extra-curricular activities. Preservice Teachers (PST) must notify the school immediately if they cannot attend a day due to illness or extenuating circumstances in line with the Student Special Consideration Policy. The day's planning is required to be forwarded to the Site-Based Teacher Educator (SBTE). PST must make up the missed day the following week to ensure the placement requirement of attending days consecutively.

The PST must immediately inform the Student Placements Team of any significant absence from placement (3 days or more) as per the Student Special Consideration Circumstances Policy (3.3 Application Type) that may require placement outside the Professional Experience Calendar scheduled time frame and apply for a Professional Experience Special Consideration with the appropriate documentation. The assessment of the application will be based on the following criteria:

does not interfere with the integrity of the intended learning within the placement as *any adjustments made as the result of a request for Special Consideration must not compromise the integrity of assessment requirements and processes, including the course Inherent Requirements as per the Special Consideration Procedure* (2.1.3)
does not overlap with coursework timetabled lectures, workshops and subject assessments
the consecutive day requirement is still met
the host site has the capacity to continue with the placement

The PST and SBTE cannot negotiate changed placement dates outside the Professional Experience Calendar without gaining approval from the process detailed in the above procedures.

Teaching Areas

By AITSL Program Standards for Accreditation of Initial Teacher Education Program requirements, Primary preservice teachers must complete placements that provide an opportunity to engage in their specialisation. Primary Specialisation are: - English/Literacy, Mathematics/Numeracy, Health & Physical Education and Science

Knowing each school may vary their approach in terms of timing, structure and planning to implement units of work to incorporate Health & Physical Education and Science outside the classroom teacher's responsibilities, we ask the Site Coordinator to assist in supporting the PST if the specialisation subject is not timetabled during Placement dates. This can take the form of having the opportunity to visit and engage with another year-level or the specialist teacher to support PST in gaining a breadth of the curriculum in the specialisation area.

Roles and Responsibilities

Mandatory Induction

- PST attends Professional Experience Workshops in preparation for placement as per the Professional Experience Placement Requirements Policy Procedure
- PST emails an introduction to Site Coordinator
- Arranges an introductory meeting time to meet SC & SBTE prior to Placement
- SC orientates PST to school policy and expectations
- SC inducts PST to Workplace Health and Safety policy and procedures
- JCU offers optional online support sessions prior to placement for SC & SBTE

Expectations

- PST & SBTE expectation discussion regarding Assessment Report & plan for engagement during Placement
- SBTE exposes PST to relevant school curricular documents
- PST, if required, follows the Intervention Process to request support while on Placement
- SBTE notifies SC of early intervention of 'At Risk' and SC notifies JCU
- JCU provides support to PST and SBTE upon notification of PST 'At Risk'

Engagement

- SBTE engages PST through modelling, guiding, supervising and assessing PST in their first year of placement experience
- PST takes responsibility for their own learning through active engagement, observation and participation in professional reflective dialogue
- PST documents professional growth evidencing the Australian Professional Standards
- PST observes and contributes to the school community
- SC monitors PST engagement, provides support to PST and SBTE; contacts JCU if PST is underperforming

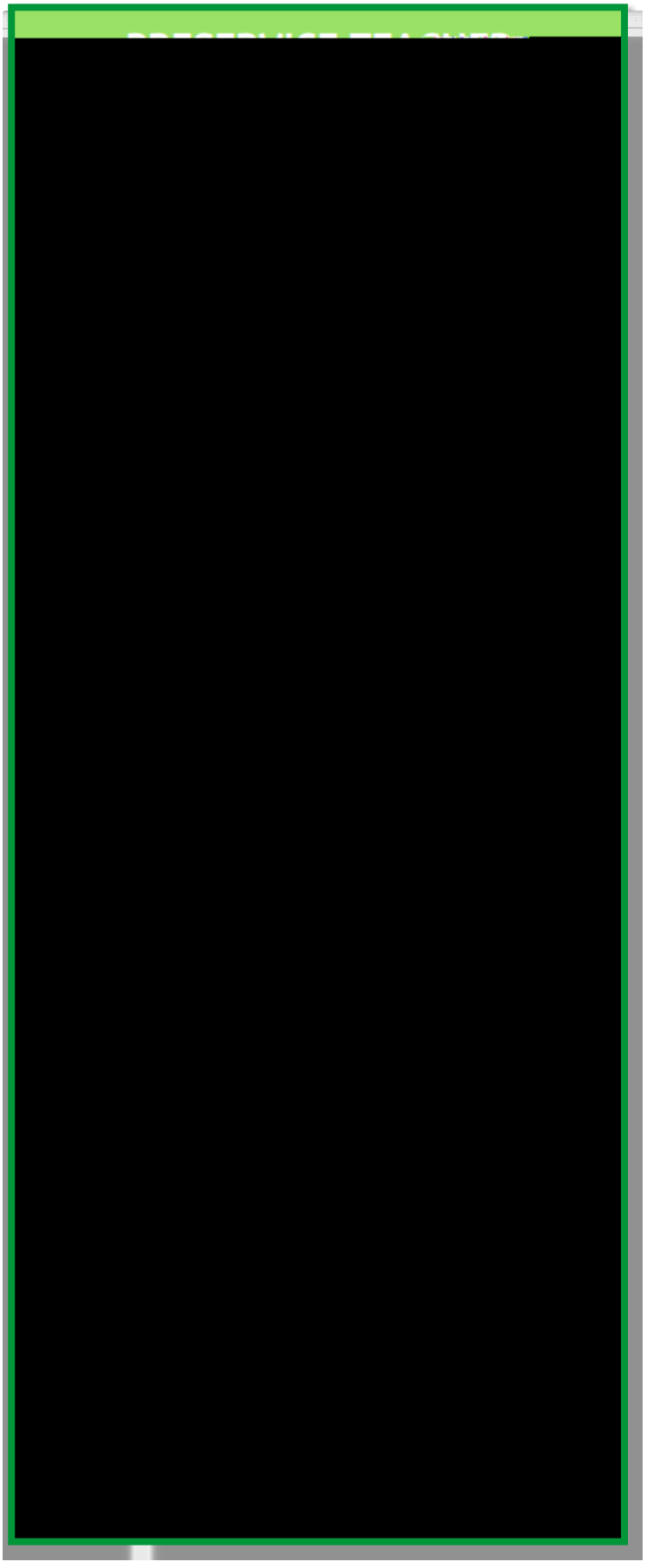
Assessment and Reporting

- SBTE provides evidence-based feedback to PST
- PST develops a Portfolio to support their demonstration and understanding of the assessed APSTs
- SBTE uses Portfolio to support evaluation of PST's development
- SC submits signed Professional Experience Reports to Student Placements Team - cc Preservice Teacher Professional Experience
- ED1421: Minimum of Developing in EACH descriptor at Engagement Level
- ED1492: Minimum of Developing in EACH descriptor at Engagement Level
- Report is due within 5 days of Placement completion for subject progression

Placement Support

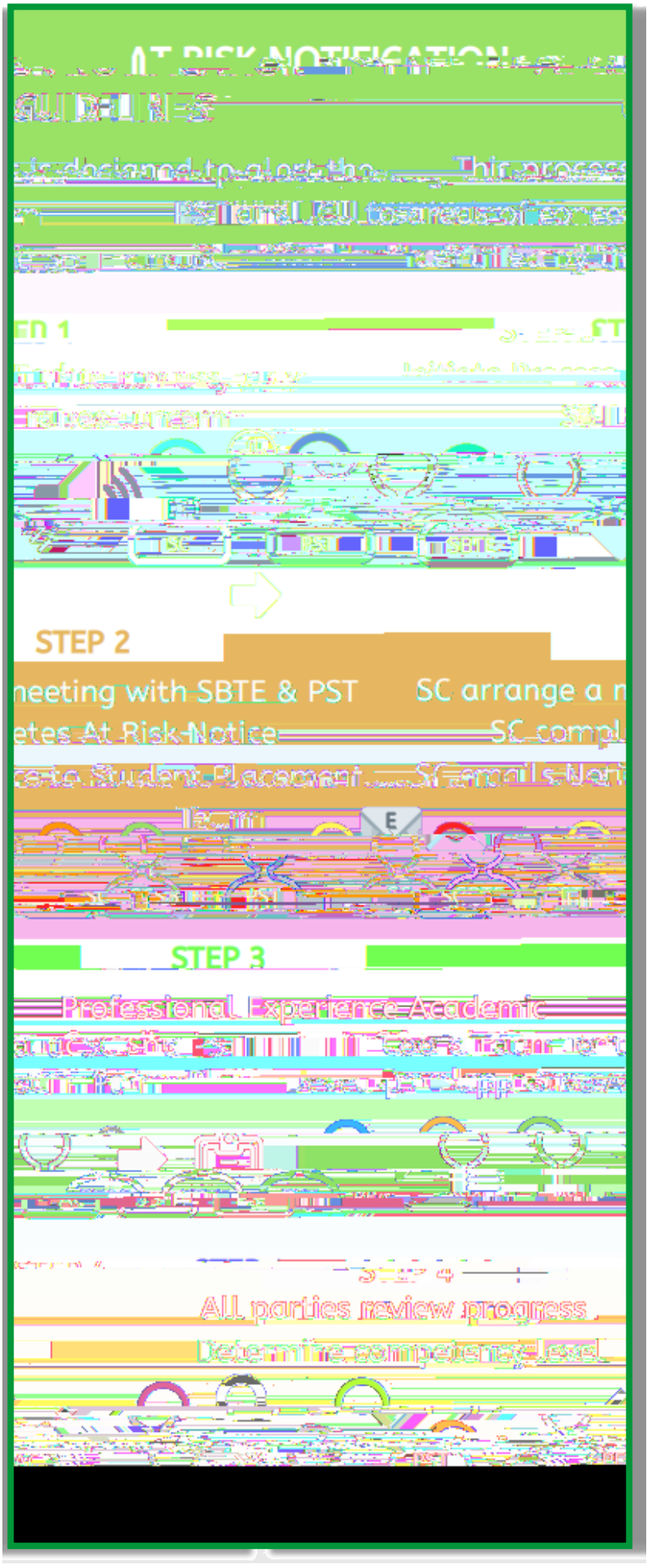
Preservice Teacher Request for Intervention

The process is designed for Preservice Teacher use only to trigger a response from the Student Placement Team at JCU to the Preservice Teacher submitting the notification. The Form is located in the LearnJCU Professional Experience Community Site.



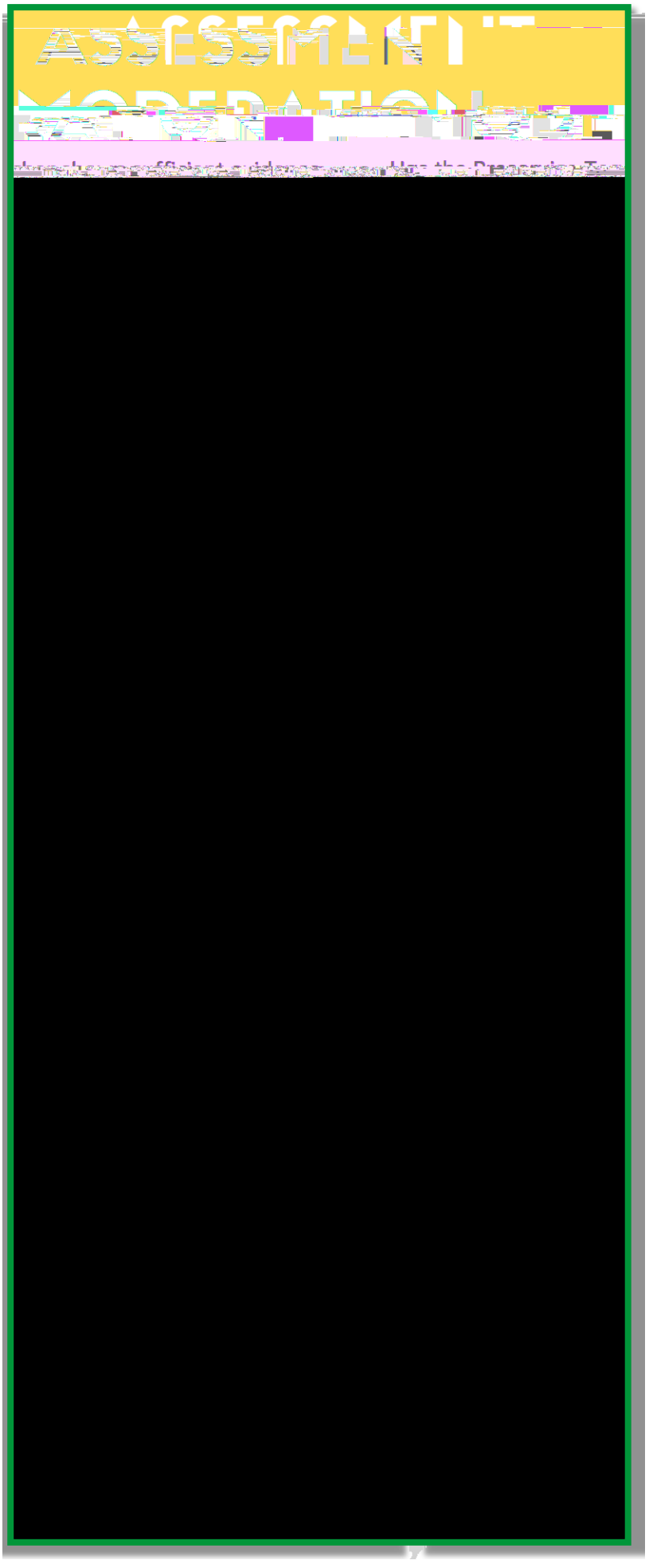
Upon receipt of the Intervention Notification, the Student Placement Team will notify the Professional Experience Academic Coordinator [Education]. The PEAC will contact the Preservice Teacher to discuss the concern. If necessary, the PEAC will visit the School to discuss the matter with the parties concerned – the Preservice Teacher, Site Coordinator and/or Site-Based Teacher Educator.

At-Risk Early Intervention Notification



At-Risk Notification

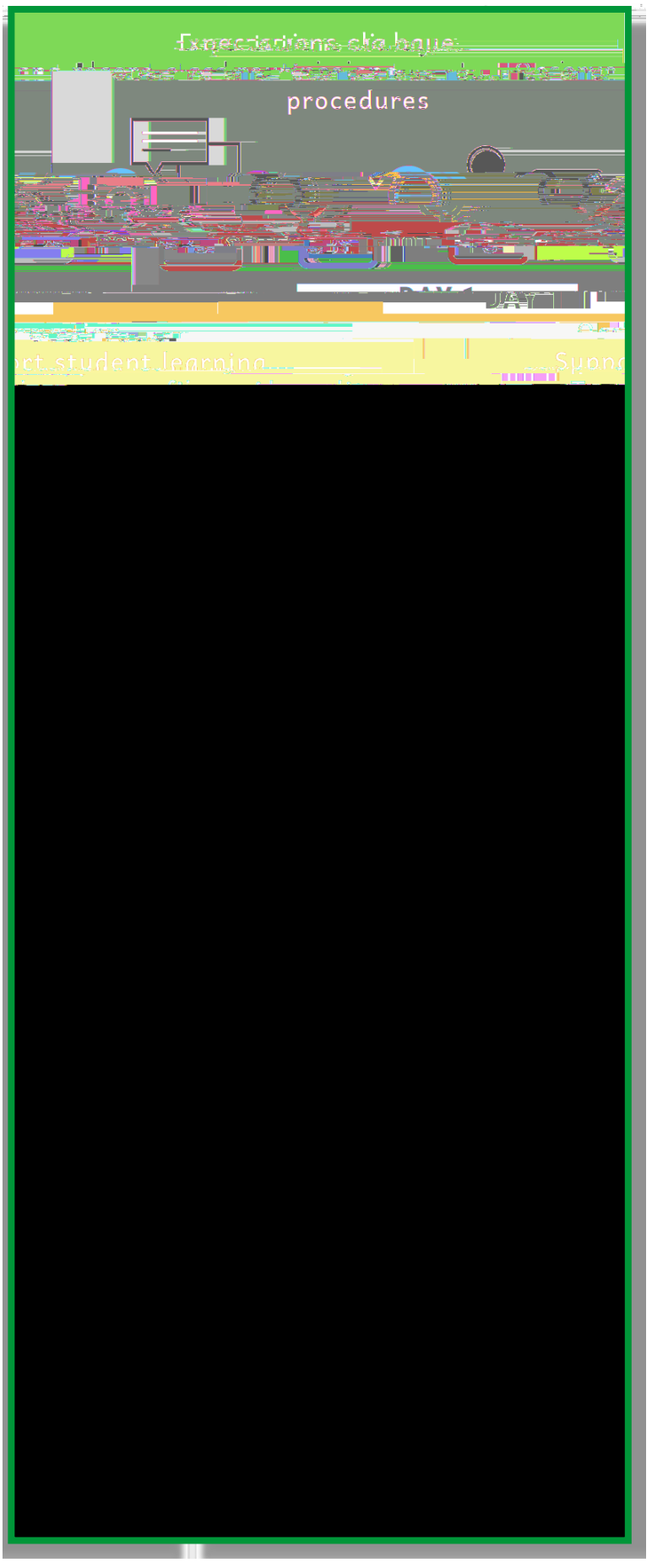
The "At-Risk Notification" is designed for use ONLY by


ASSESSMENT
MODERATION

Placement Portfolio Requirement

The purpose is to document *Professional Learning, Growth and Demonstration of Australian Professional Standards*. This is not an assessable item but is recorded in the Placement Report as completed and discussed throughout the placement. The collated artefacts support the PST's ongoing professional development in demonstrating how they plan to have an student learning and how their professional decisions and enactment of practice had an

ED1421 Goals and Placement Overview

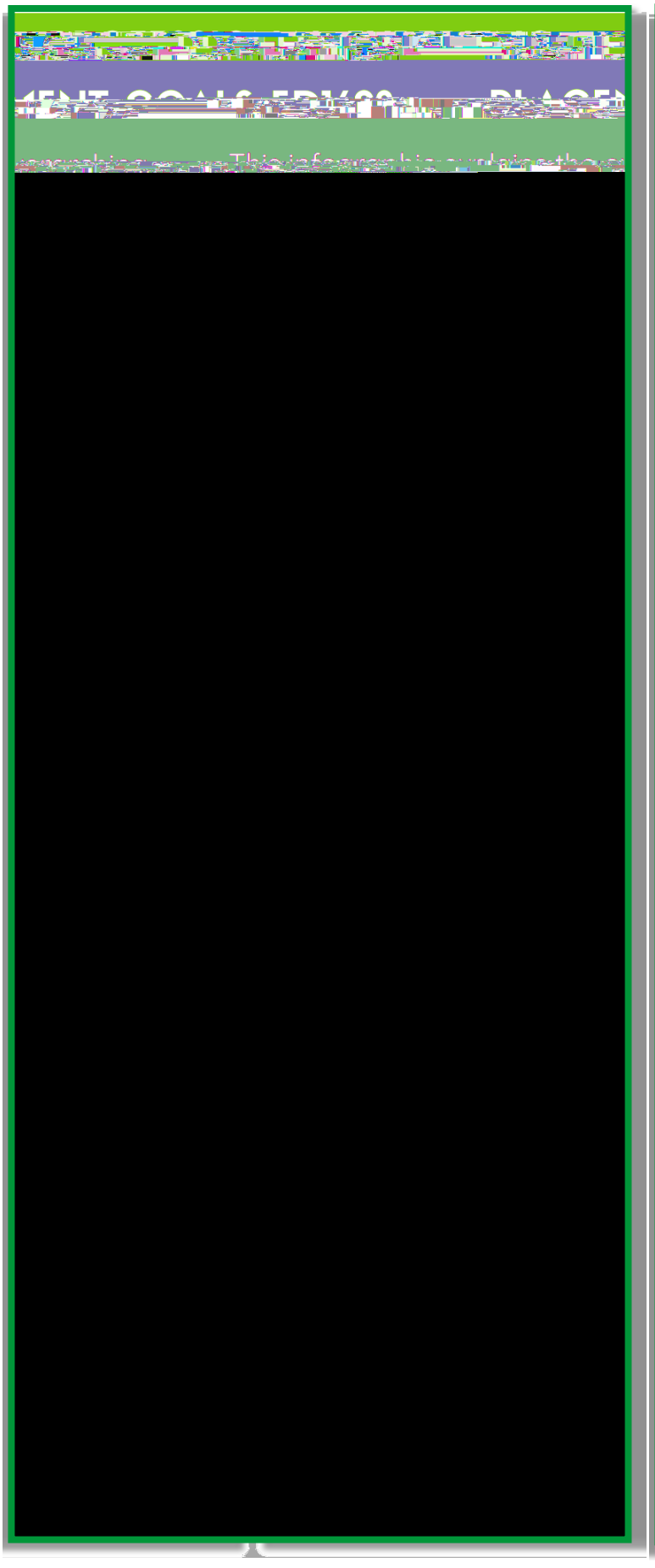


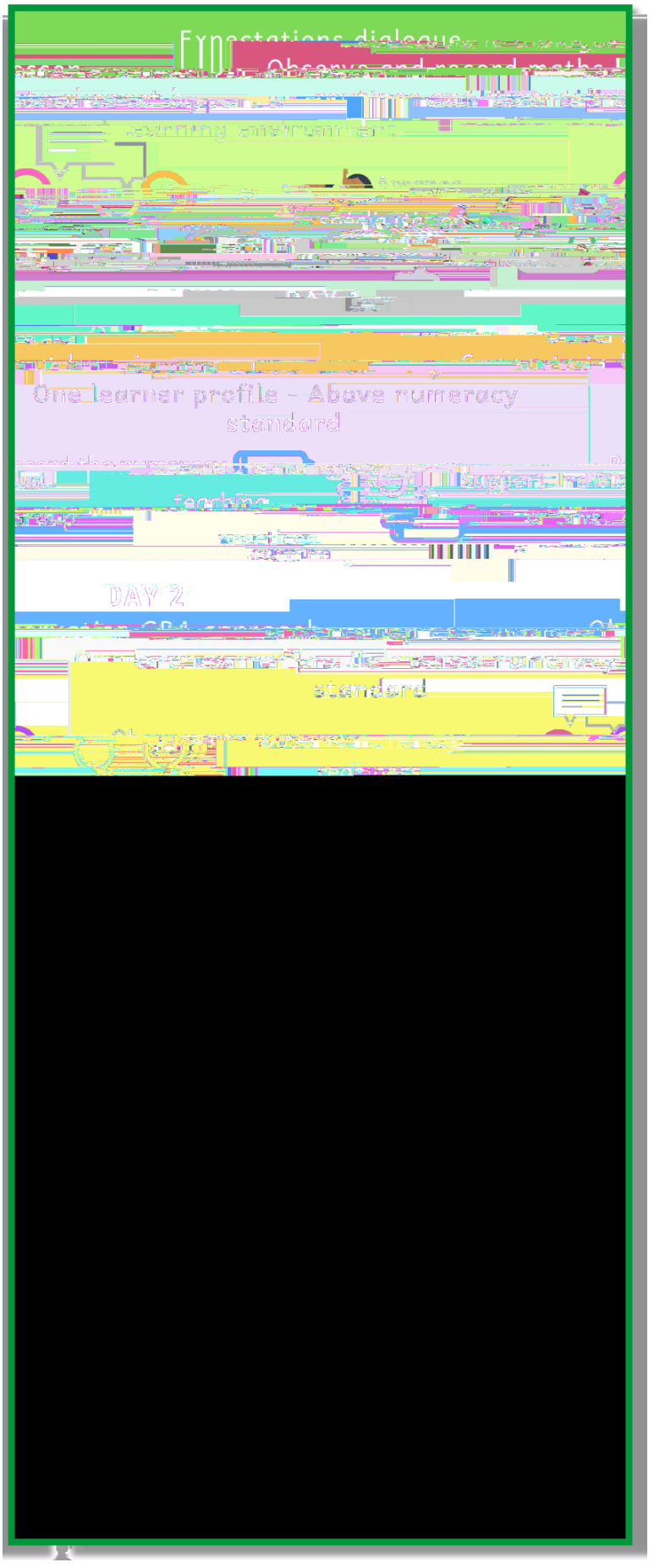
	Provide feedback on PST's engagement during Placement	Lead the co-
5	Review PST's professional learning against the Professional Experience Report – Demonstration of Evidence through Practice, PST's Portfolio and Professional Discussions	

ED1421 Professional Experience Portfolio

A portfolio is an organised, goal-driven documentation of your professional growth and achieved competence in the complex act of teaching. Campbell, Cignetti, Melenyzer, Nettles and Wyman 2004:

ED1492 Goals and Placement Overview





5	Model and explain how to assess for conceptual understanding and learning progression through targeted feedback Discuss the use of different chosen assessment tools and purposes "of" "for" and "assessment as" learning Discuss PST's professional learning using PST's Portfolio and Professional Discussions Review PST's professional learning against the Professional Experience Report – Demonstration of Evidence through Practice, PST's Portfolio and Professional Discussions	Observe and record the assessment strategies – particular attention to how SBTE provides feedback to support student learning - Sample Observation templates found in LearnJCU Professional Experience Community 1st Year Folder Observe and record SBTE's methods of providing feedback to students about their learning and development Observe different assessment tools used throughout the lessons to support the SBTE to determine the next teaching steps for student learning Reflective notes on how SBTE plans for assessing learning Provide incidental support to student learning (individual and small groups) Discuss the practice of 'teacher reflection' with SBTE and note in relation to the models of reflective practice introduced in ED1492
Each day PST initiates professional discussion with SBTE using chosen suggested discussion points & artefacts from the Placement Portfolio to engage in professional dialogue and reflective practice. Have SBTEs observed patterns of numeracy results and student dispositions towards numeracy during their teaching careers? Certain variables, such as background, motivation, and social support, could influence student attitudes towards numeracy. What approaches have you employed to develop a more positive disposition towards numeracy for your students?		

ED1492 Professional Experience Portfolio

A portfolio is an organised, goal-driven documentation of your professional growth and achieved competence in the complex act of teaching. Campbell, Cignetti, Melenyzer, Nettles and Wyman 2004: 3-4)

The table below summarises the relevant artefacts of the Professional Experience Portfolio for the placement. It is a working document to be used continually throughout the placement, guiding reflective practice discussions between the SBTE and PST. The specific artefacts should be evidence of the relevant Australian Professional Standards for Teachers (APST) descriptors.

To be a successful placement - A minimum of 'Developing Adequately' in all descriptors
Preservice Teachers are introduced to the APST at this stage of learning. The practicum focuses on Preservice Teachers' perspectives of learners and how their perspectives can shape their practices. Numeracy

Professional9

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