

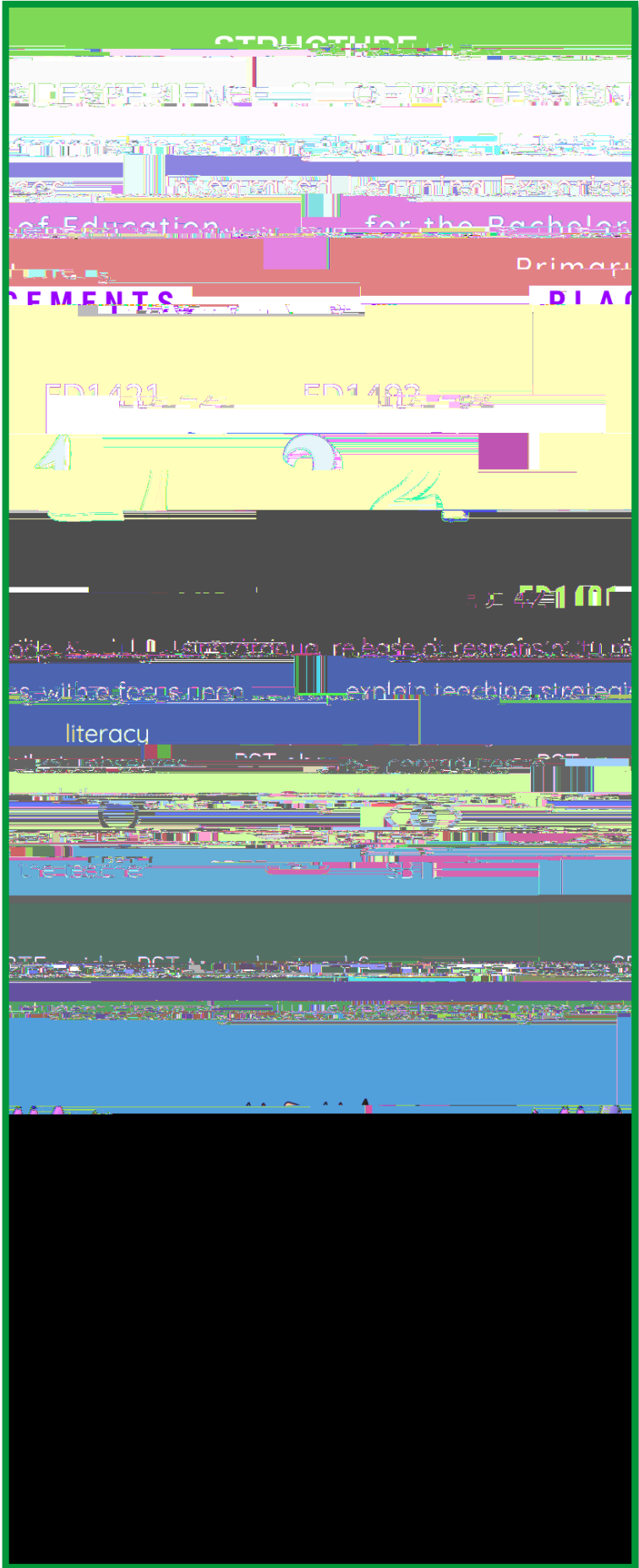
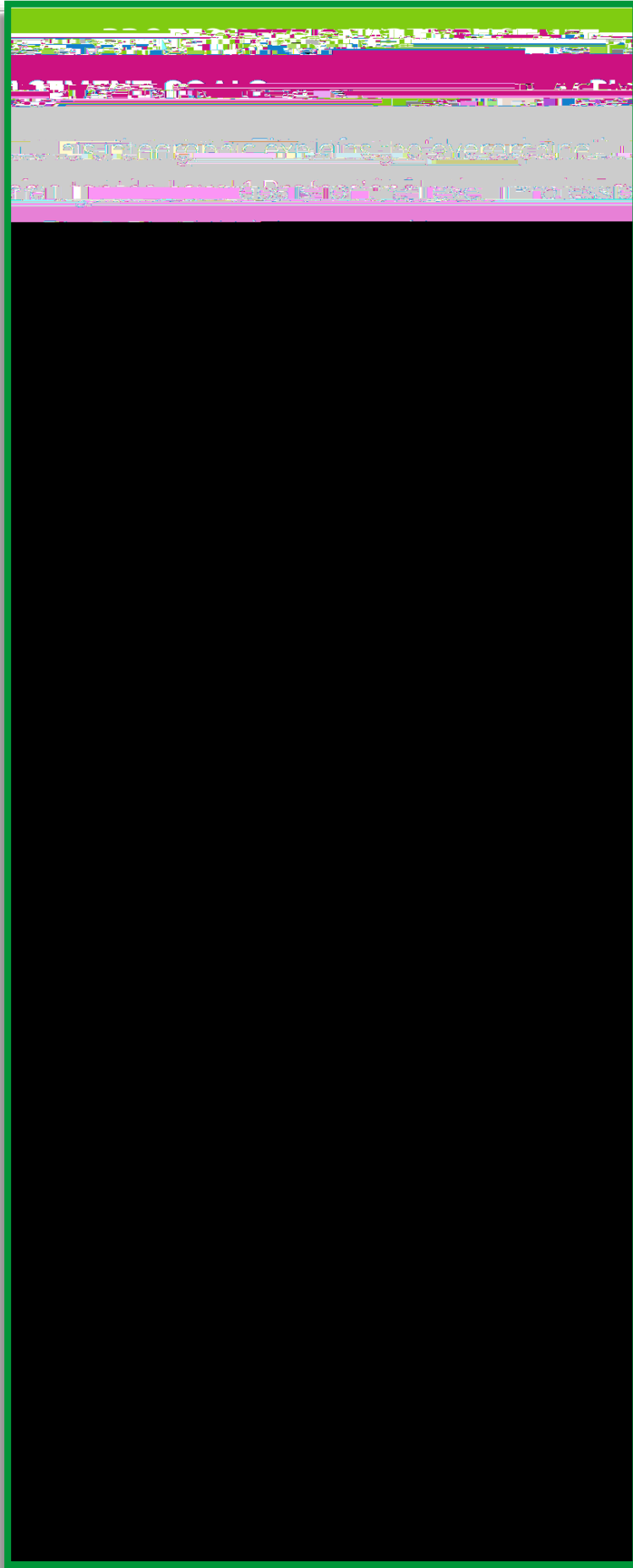


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Placement Goals & Structure for Level 1 Placements



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.



Placement Dates & Requirement Breakdown

ED1421 – Foundations of Language and Literacy
Term 2: 27

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 Checklist

A Quick "Go To Guide"

Preservice Teacher

Placement Support

JCU Resource Portfolio

James Cook University recognises the need for all our placement partners, including SBTEs who accept the role of supervising a PST, to have easy, fast and independent access to all resources and information required to support their preparation for hosting a student in their classroom. The link to our [Professional Experience Resource Portfolio](#) is included in every placement confirmation email for the SC to disseminate.

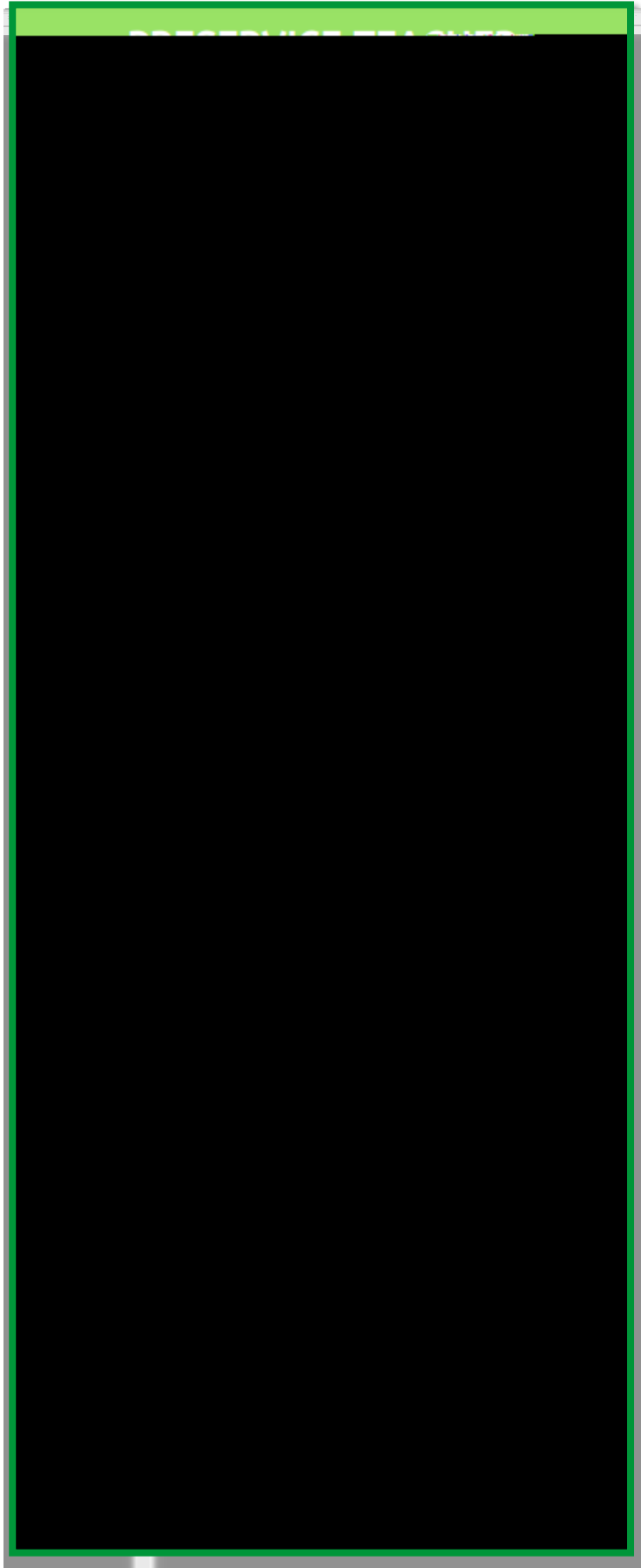
Drop-In Sessions

James Cook University acknowledges the importance of providing ongoing support to SCs and SBTEs before a placement. JCU supports and facilitates an effective partnership to enhance the quality and success of the placement by offering online sessions to create regular communication between all stakeholders.

JCU offers an optional Drop-In Support Session for both SCs and SBTEs. The sessions are offered via LearnJCU.

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



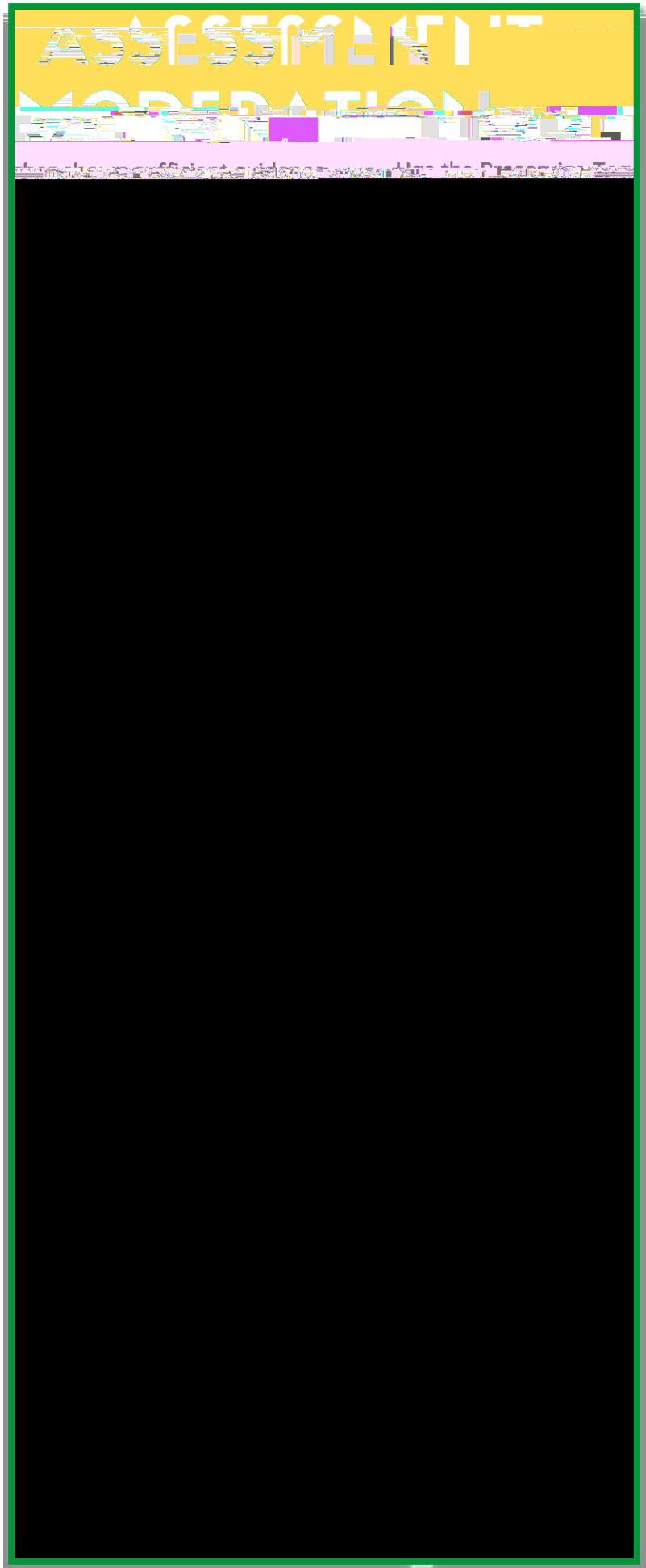
At-Risk Notification

The "At-Risk Notification" is designed for use ONLY by Site-Based Teachers and Site Coordinators.

The "At-Risk Notification" process is designed to alert the Preservice Teacher and JCU to areas of concern identified by the Site-Based Teacher Educator and Site Coordinator. The At-Risk Notification process should be used in any of the following circumstances:

- Where the Site-Based Teacher Educator and Site Coordinator believe that the Preservice Teacher could, with additional effort and attention, work to demonstrate competence in all criteria required in the Professional Experience.
- Where the Preservice Teacher is failing to respond effectively to feedback provided by the Site-Based Teacher Educator and Site Coordinator.
-

Assessment Guidelines

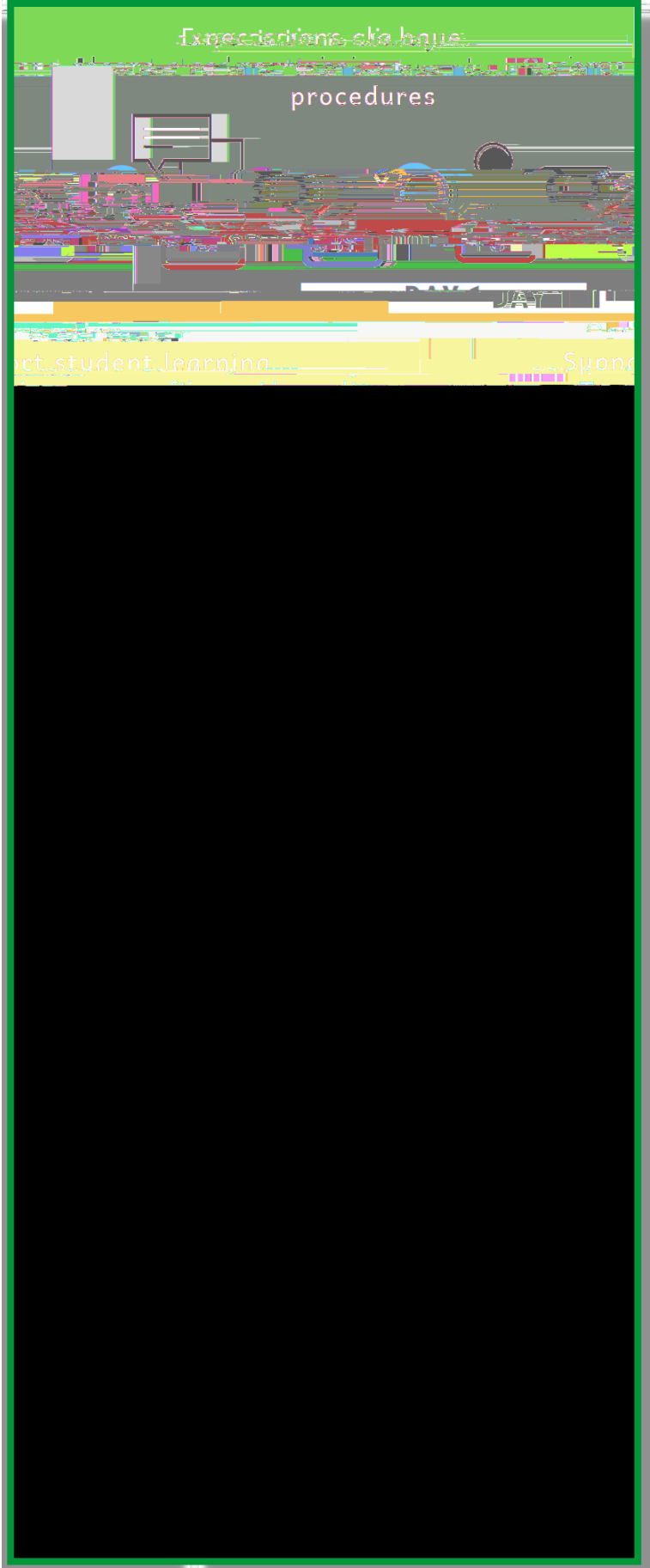
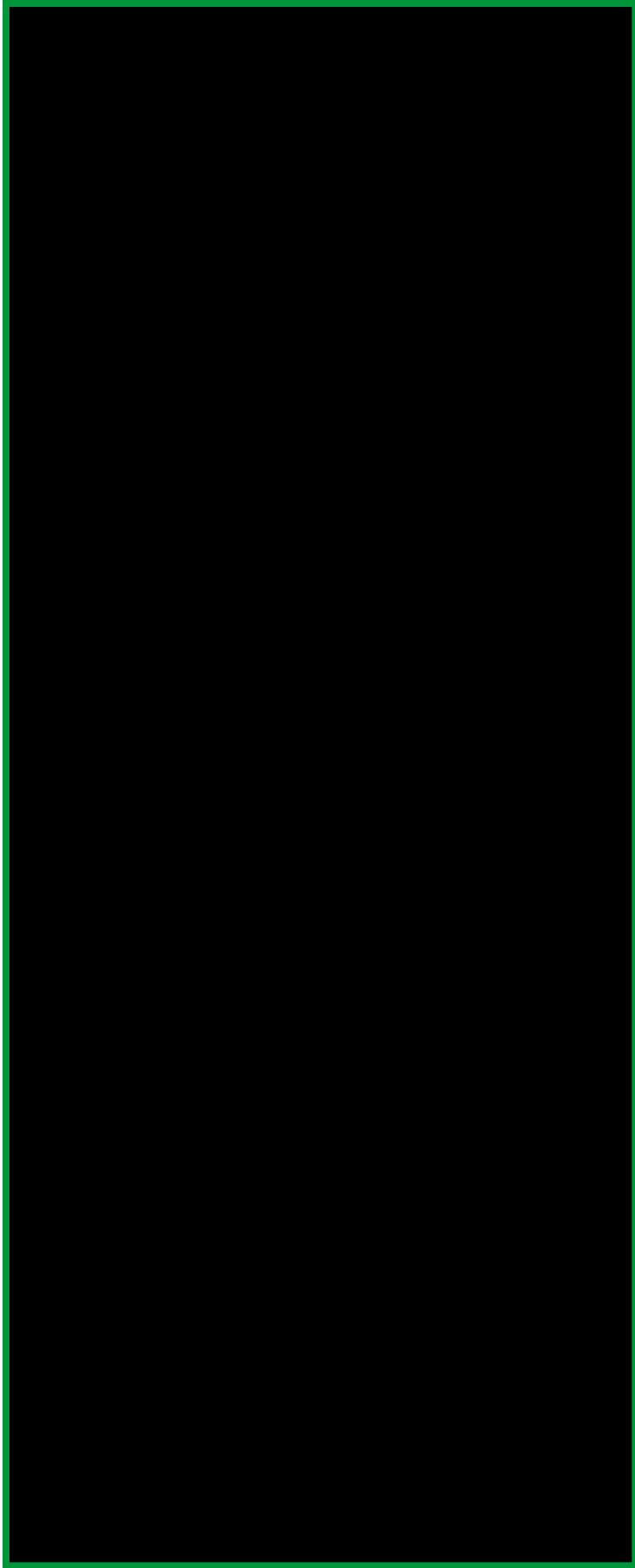


Placement Portfolio Requirement

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 impact on student learning and how their professional decisions and enactment of practice had an impact on student learning. The process of curating ongoing professional development through a Portfolio supports the PST to develop the practice of demonstrating evidence as they progress through their degree and career phases.

The folio informs and supports the SBTE's judgement of the PST's development along with Ob.4 811.04 Tfo10(u)3(rat)11(i)-5018

ED1421 Goals and Placement Overview



ED1421

Lead the co-

Provide feedback on PST's engagement during Placement

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:

ED1421 Professional Experience Report

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports and Attendance Records be returned ONLY by Site Coordinators. Digital Reports are to be submitted to the Student Placements Team by emailing placements@jcu.edu.au. The Report is due within 5 days of Placement completion to support the Preservice Teacher's subject progression.

Please cc PST in the email so they may retain a copy of the Report for their Portfolio.

| | |
|------------|------------|
| Preservice | Student Id |
|------------|------------|

To be a successful placement - A minimum of 'Developing Adequately' in all descriptors

At this stage of learning, Preservice Teachers are introduced to the APST. The practicum focuses on Preservice Teachers' perspectives of learners and how their

ED1492 Goals and Placement Overview

ED1492 Learning Tasks in Details

| Day | Site-Based Teacher Educator (SBTE) | Preservice Teacher (PST) |
|-----|--|--|
| 1 | <p>Discuss or reacquaint PST with induction expectations and placement goals</p> <p>Discuss the opportunity to experience a lesson with PST's Specialisation during the Placement</p> <p>Explain established math lesson routines, procedures, and use of manipulatives and how they contribute to creating and maintaining a supportive, inclusive and safe maths learning environment</p> <p>Model numeracy teaching strategies and the incorporation of general numeracy capabilities specific to the other subject areas</p> | <p>Engage in a professional expectations dialogue with SBTE –discuss ED1492 Placement Goals</p> <p>Observe and record math lesson routines, procedures and the use and types of manipulatives, particularly how they support an inclusive maths learning environment</p> <p>Observe specialisation, with a focus on the specific numeracy demands for the subject (Science & HPE) – Observation Template in LearnJCU 1st Phase Folder</p> <p>Provide incidental support to student's learning (individual and small groups)</p> <p>Observe what strategies are used for the integration of the general capability</p> |

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.

ED1492 Professional Experience Report

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| | | | |
|------------------------|---|------------|--|
| Preservice Teacher | | Student Id | |
| JCU Partnership School | | | |
| SBTE | | Year Level | |
| Well developed | Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate | | |

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 as a general capability is a focus in this phase.

| Professional Experience Result | Requirements |
|--------------------------------|--------------|
|--------------------------------|--------------|

Satisfactory

Unsatisfactory

Completed 5 Days

Placement Appendices

