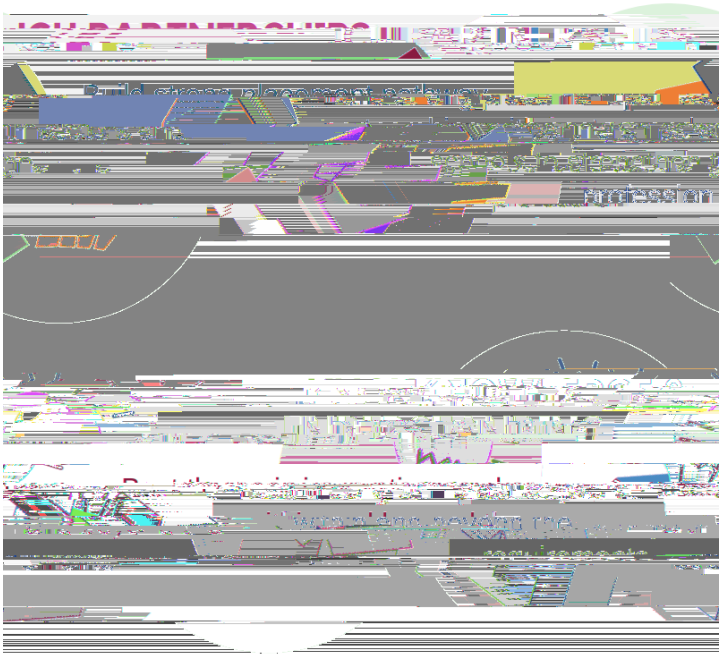
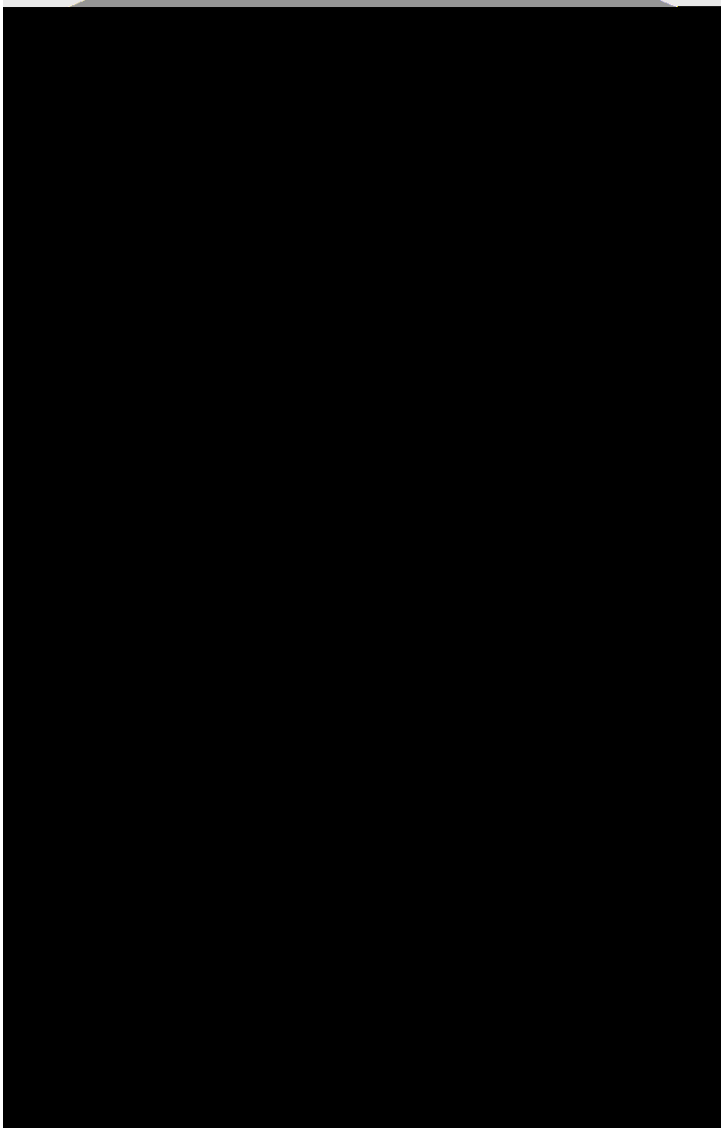
Bachelor of Education
Master of Teaching and Learning

INTRODUCTION **3**
Foreword **3**
Handbook Purpose **3**
Contacts **4**
PLACEMENT PATHWAY PROGRAM **5**
WORK INTEGRATED LEARNING **6**
Placement Aims and Objectives **6**

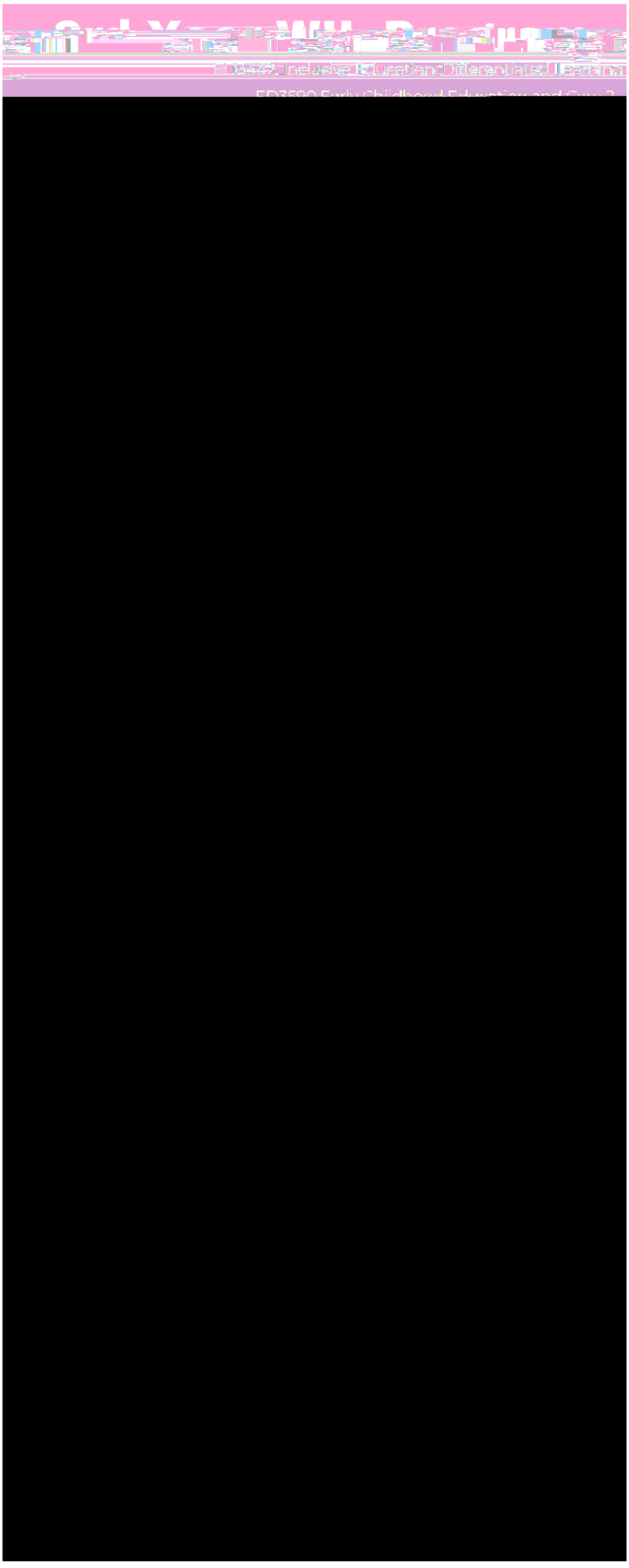


ALIGNMENT

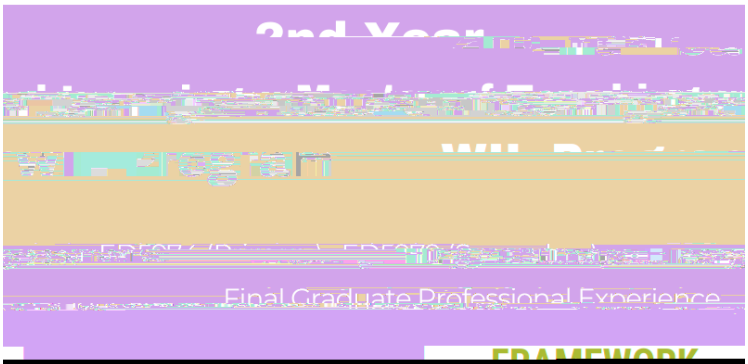
PUBLIC GOOD

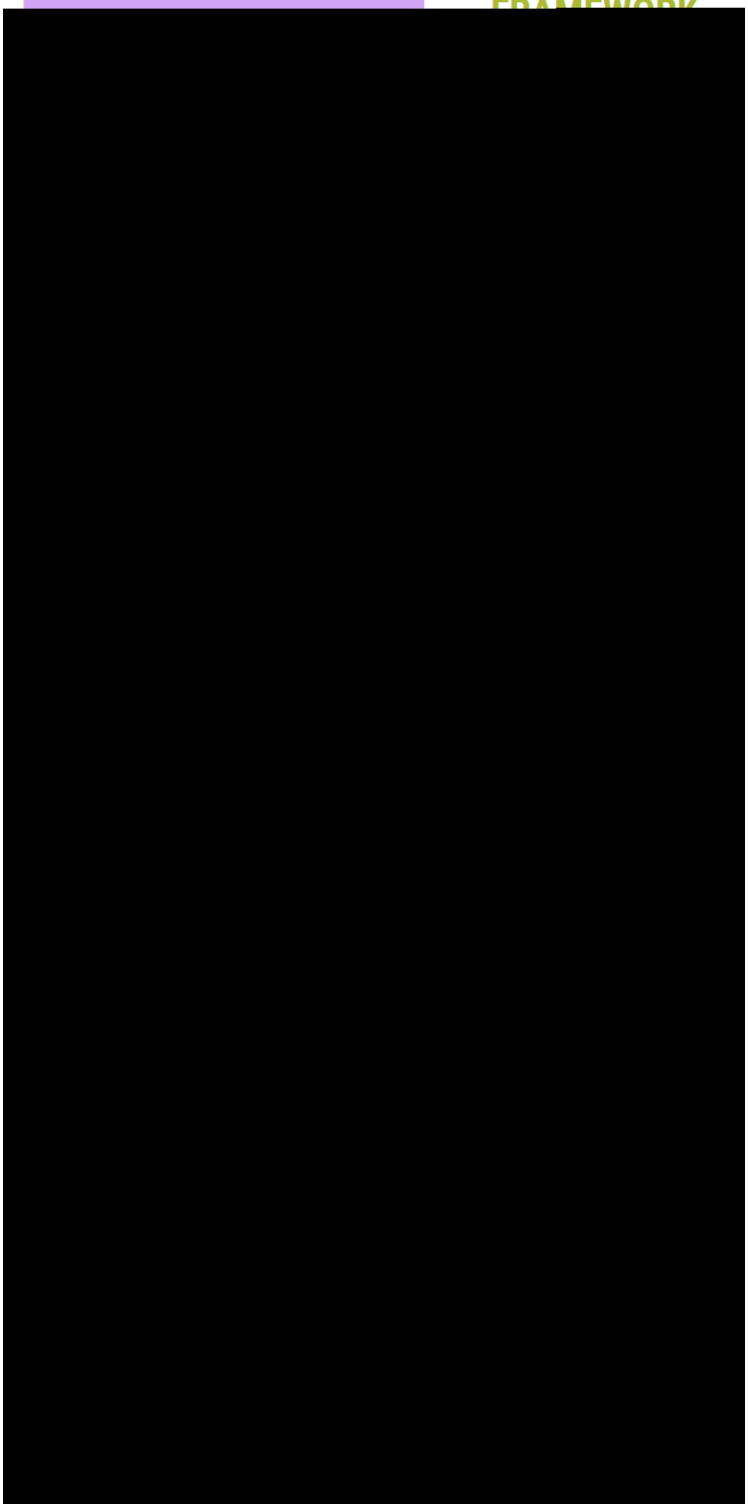


- Developmental
- Founded on partnership
- Integrated
- Inquiry-oriented
- Contextualised

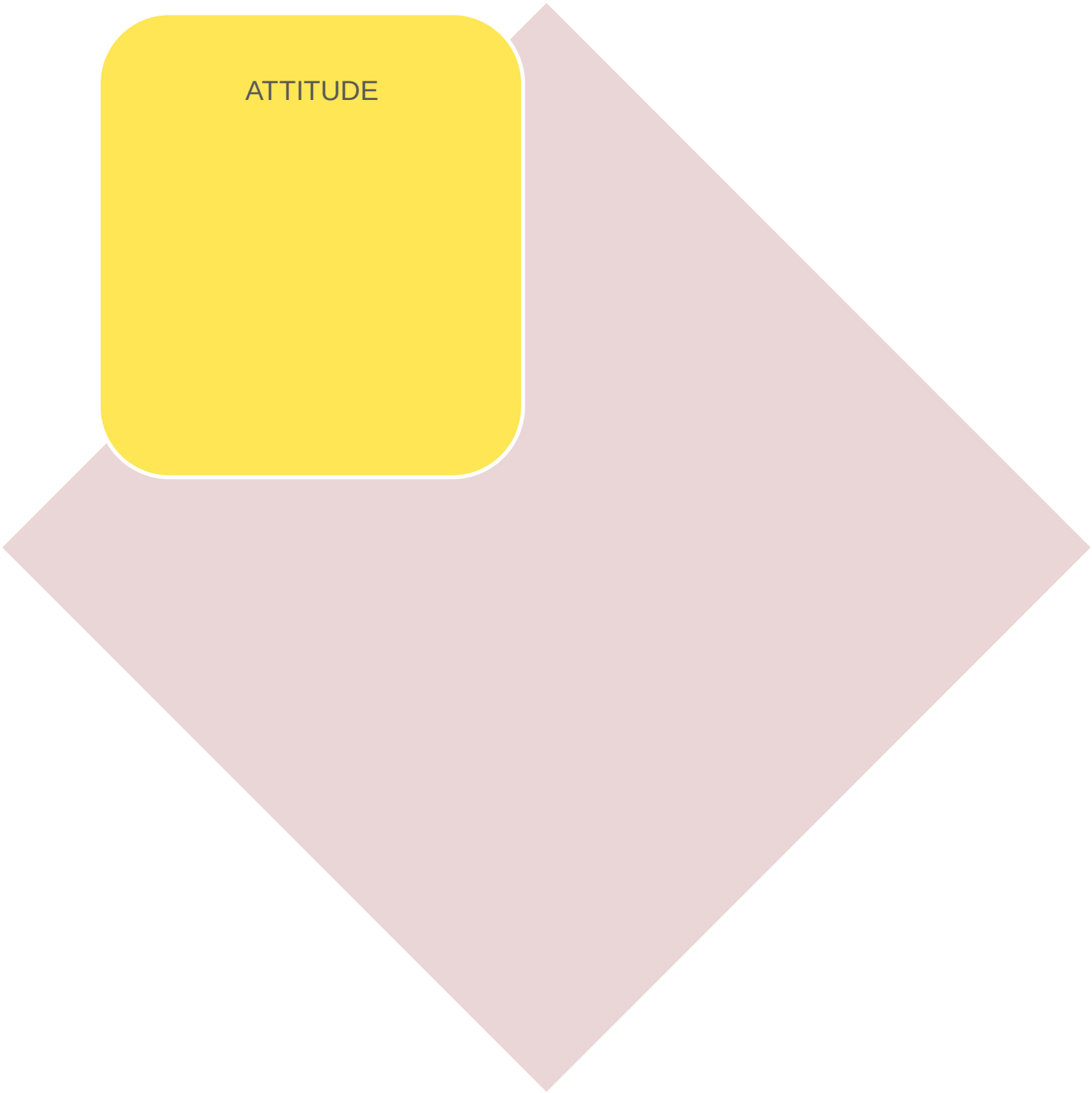


learning and community contexts to assure achievement of
profession
APST
ED4486


Final Graduate Professional Experience



t


ATTITUDE

CONTEXTUALISE

Familiarise with Professional Experience Partnership Handbook and information on placements, Reporting & General Processes

Make available JCU Professional Experience Resource Portfolio link to SBTE

Provide Induction for PST & GST

MODEL

A welcoming and learning culture

Respect for professional ethics

Ways to support SBTE in the supervisory roles of Preservice and Graduate Student Teachers

MENTOR

Engage in conversations about practices, beliefs & education principles

Develop a professional learning and growth culture to inspire PST & GST to become and remain teachers

Provide the opportunity for PST/GST to participate purposefully in the school/centre life

Mentor the development of emerging teachers to contribute to the availability of quality placements

SUPPORT

Liaism9qi85[P995.44 8a5erlU(for)116(or1(ol)-4(a)-5)-10(a

CONTEXTUALISE

Familiarise with the required learning and assessment context for the Professional Experience

Utilise Support Material from the JCU Professional Experience Resource Portfolio

Inform students and parents of PST & GST's role

Discuss all expectations

Review the QCT Evidence Guide for SBTE & Professional Experience Checklists

MODEL

A welcoming and learning culture

The enactment of Professional Knowledge, Practice and Engagement to improve the impact on student learning

Ways to establish professional & ethical relationships

Evidence-informed practice

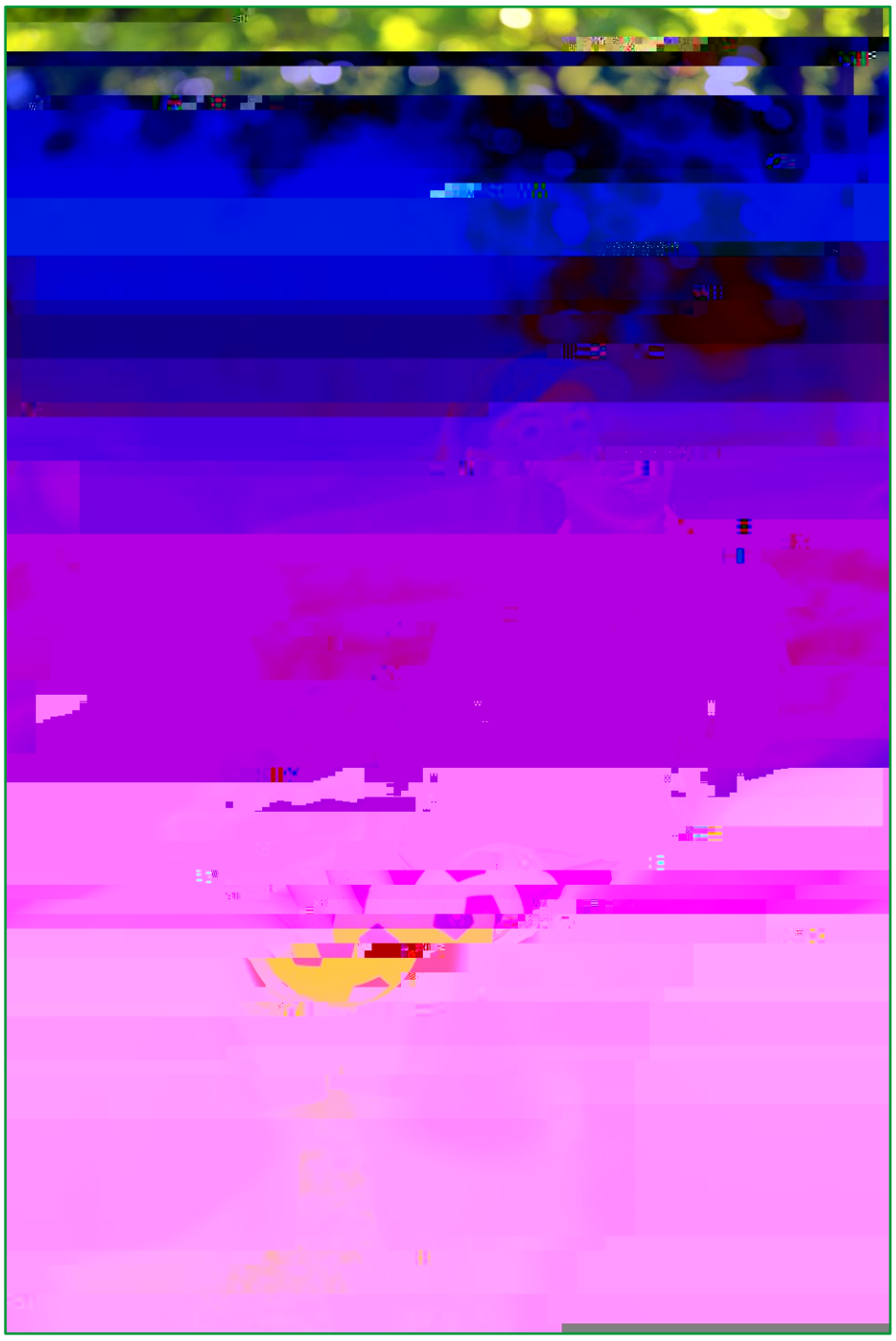
Engagege 1 TJET8altos 178(a)-3(b)-6oqut

Z ‹ µ • š o Œ] ( ] š] } v] • ‰ Œ } À] Ç : hv[• š v š Œ Œ • l š W } v Œ & v } š Œ u • W Œ u] • •

t

Œ • • š Z • Z } } o [• Œ • • } (} Œ d Z Œ •

{



v š š Z Œ • Œ À] • š } • š v Ç • }] o u] } µ v š • š } ^ ‰ Œ] À