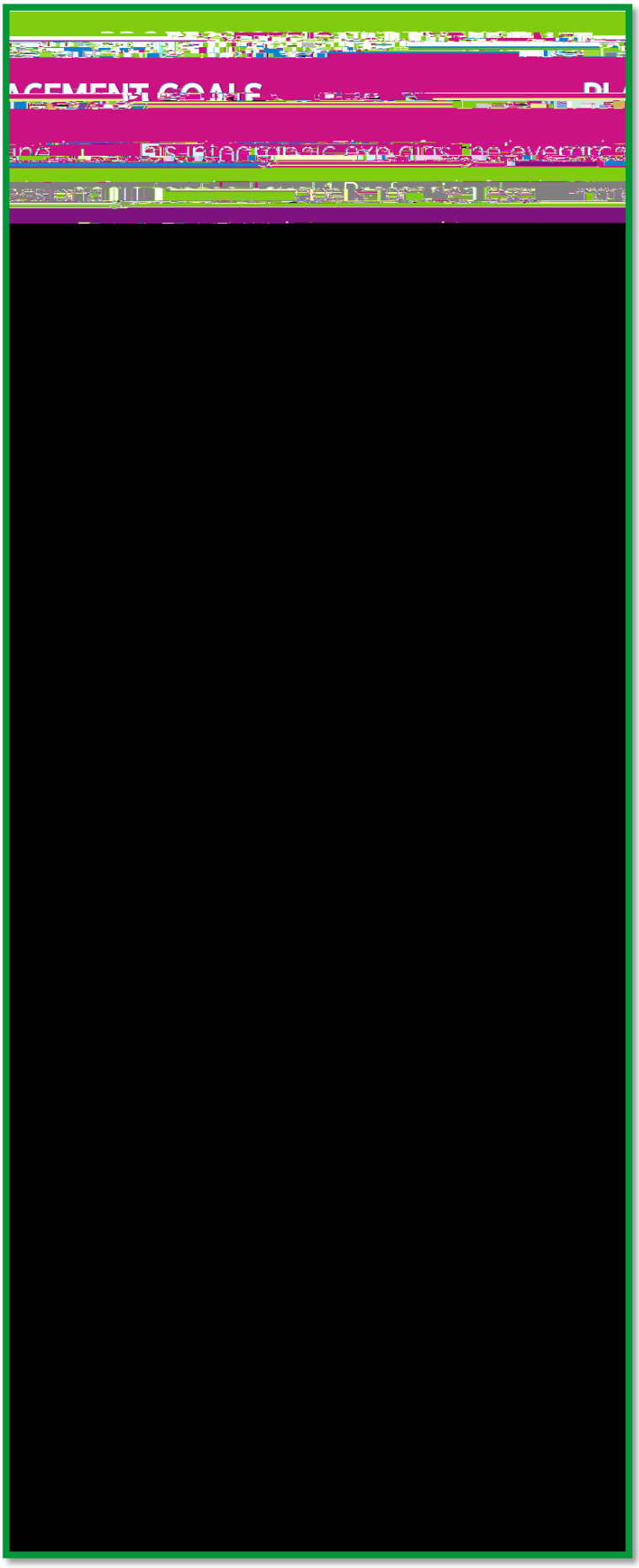
Placement Information

Site Coordinators are provided with the JCU Online Resource Portfolio containing required placement documentation, including Handbooks and Digital Reports

Placement Goals & Structure for Level 1 Placements



ProfessionalExperience Contacts

Address	Cairns	Townsville
	Student Placements Team Nguma-bada Campus Building A4, Room 124a Cairns QLD 4870	Student Placements Team Bebegu Yumba Campus Building 4, Room 268 Townsville QLD 4811

Student Placements Team		
For all general correspondence related to Professional Experience	07 4781 6333	Student Placements Team

Professional Experience Academic Coordinator [Education]		
Trisha Telford	07 4781 5424	trisha.telford@jcu.edu.au

Handbook Abbreviations

SC Site Coordinator
SBTE Site-Based Teacher Educator
PST Preservice Teacher
Portfolio: Placement Artifact

7801-24Trifact BMC 117.17 772* nBT/F1 11.04

Important Placement Notice

š š v v u µ • š (} Œ š Z v š] Œ • Z } } o Ç v ‰ Œ š Z Z } • š -school[extra-] u š 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 X d Z Ç [• ‰ o v v] v P 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 Speci 0 g [(c)10(ri)-7(t)9(e9(s)])T Q a219.000008887 0 596.4 843.4(

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 placment 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
- { : h ‰ Œ } À] • • µ ‰ ‰ } Œ š š } W ^ d v ^ d µ ‰ } v v } š] ( ]

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 participaton in professional reflective dialogue
- PST documents professional growth evidencing the Australina 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 undestanding of the asessed APSTs
- SBTE uses Portfolio to support evaluation of PST's development
- SC submits signed Professional Experience Reports to Work Integrated Learning Team - cc Preservice Teacher Professional Experience
- ED1421: Minimum of Developing in EACH descriptor at Engagement Level
- ED1491: Minimum of Developing in EACH descriptor at Engagement Level
-

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. Please see the School Partnership Support Document for the links for all sessions.

The purpose is to provide SCs and SBTEs an access platform to ask any questions they may have to gain the following:

- Mutual understanding of placement requirements and progression of learning
- Clarification of placement requirements and resources
- General expectations regarding the assessment of PST and reporting of PST development at either Engagement or Achievement Level
- Knowledge of the JCU Professional Experience Program

If confirmed as hosting a 1st Year Preservice Teacher

For any Placement scheduled Term 1 and 2

Please click on the Link to access the JCU session.

Optional Support

Drop-In Prior to the commencement of the Placement

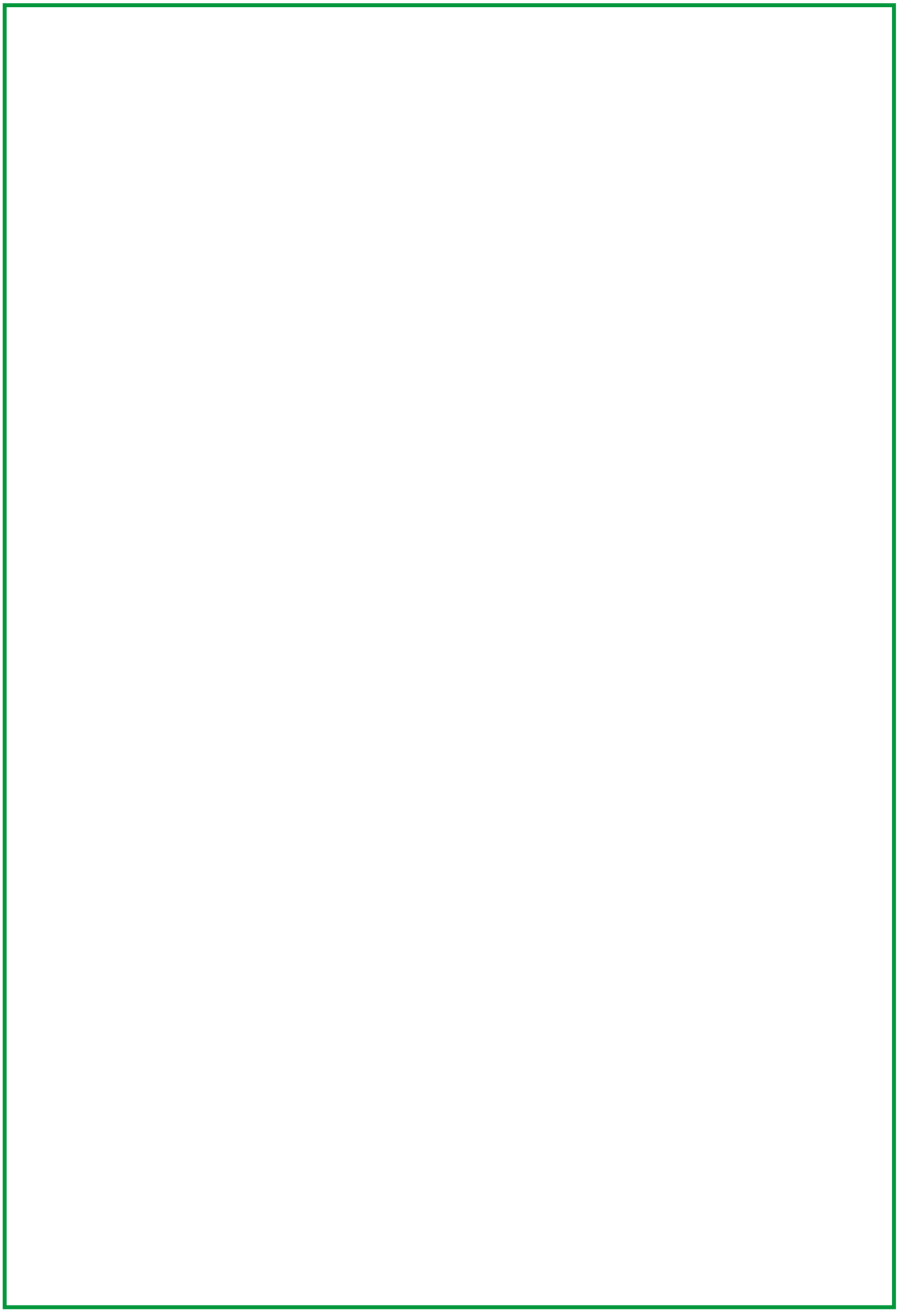
Any Time between 3.30 pm t 4.30 pm

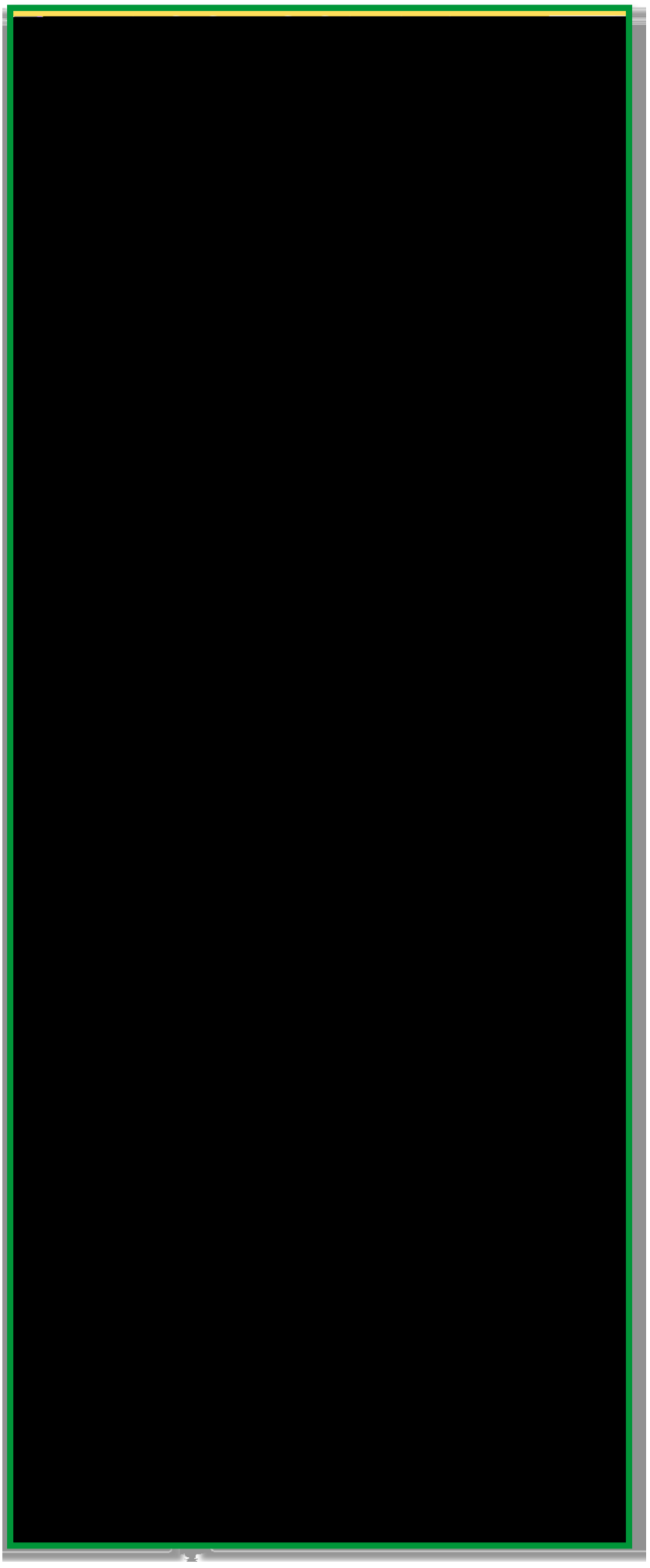
Wednesday 20th March /

At-Risk Early Intervention Notification

Purpose The At-Risk Notification

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





Assessing Level Professional Experience

Professional Experience allows Preservice Teachers to learn within and through practice. Their learning is demonstrated through their contributions to student learning and their

PlacementPortfolio 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 • µ ‰ ‰ } Œ š ž Z o i n g p r o f e s s i o n a l development in demonstrating how they plan to have an Impact For student learning and how their professional decisions and enactment of practice had an Impact Of student learning.

Submission of Reports

Located

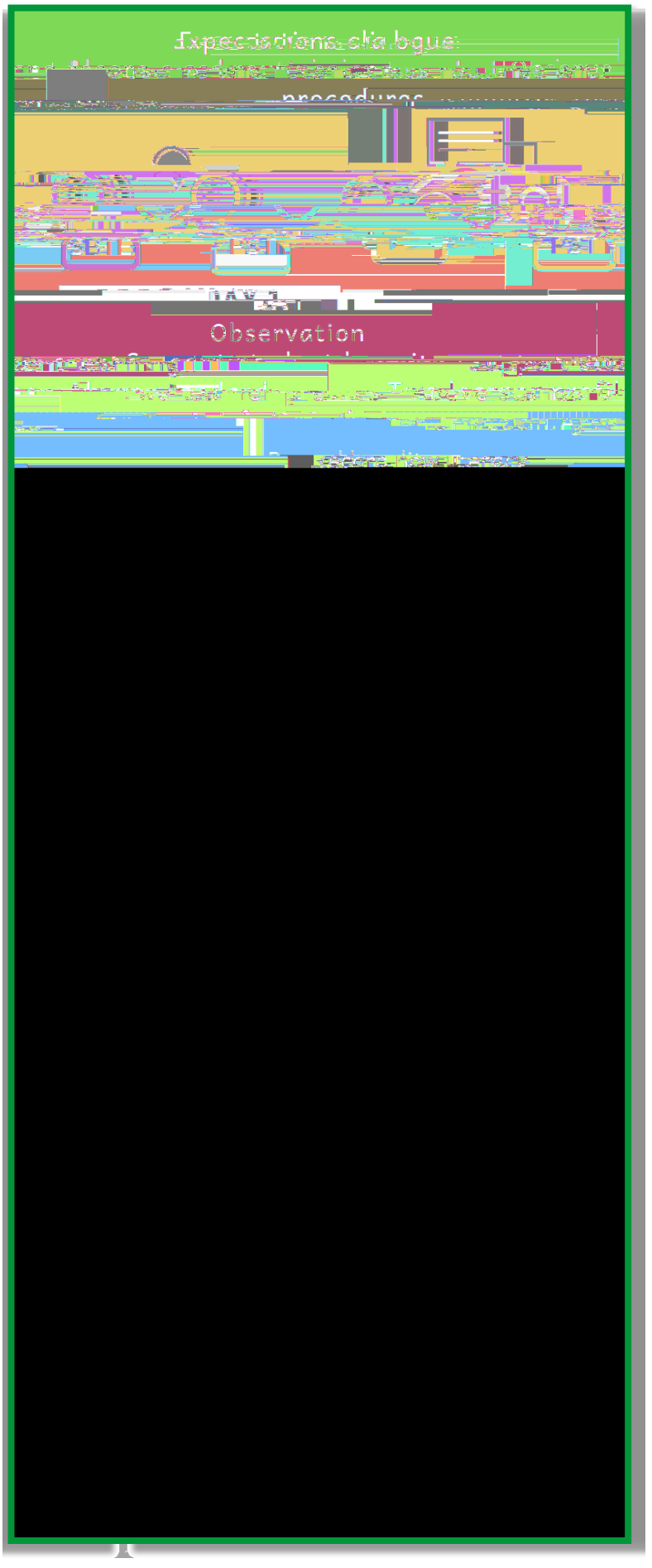
{

Individual Placement Details

Learner Profiles

Preservice Teachers [(} µ •] • } v µ v Œ • š v] v P š Z o Œ v Œ v Œ • ‰ } v] v P š } š students and the diverse communities to which they belong. They focus on how the learner's needs may affect learning. To support their understanding of the learner and how they learn, they ethically develop Learner Profiles to be included in their Placement Portfolio.

ED1421 Goals and Placement Overview

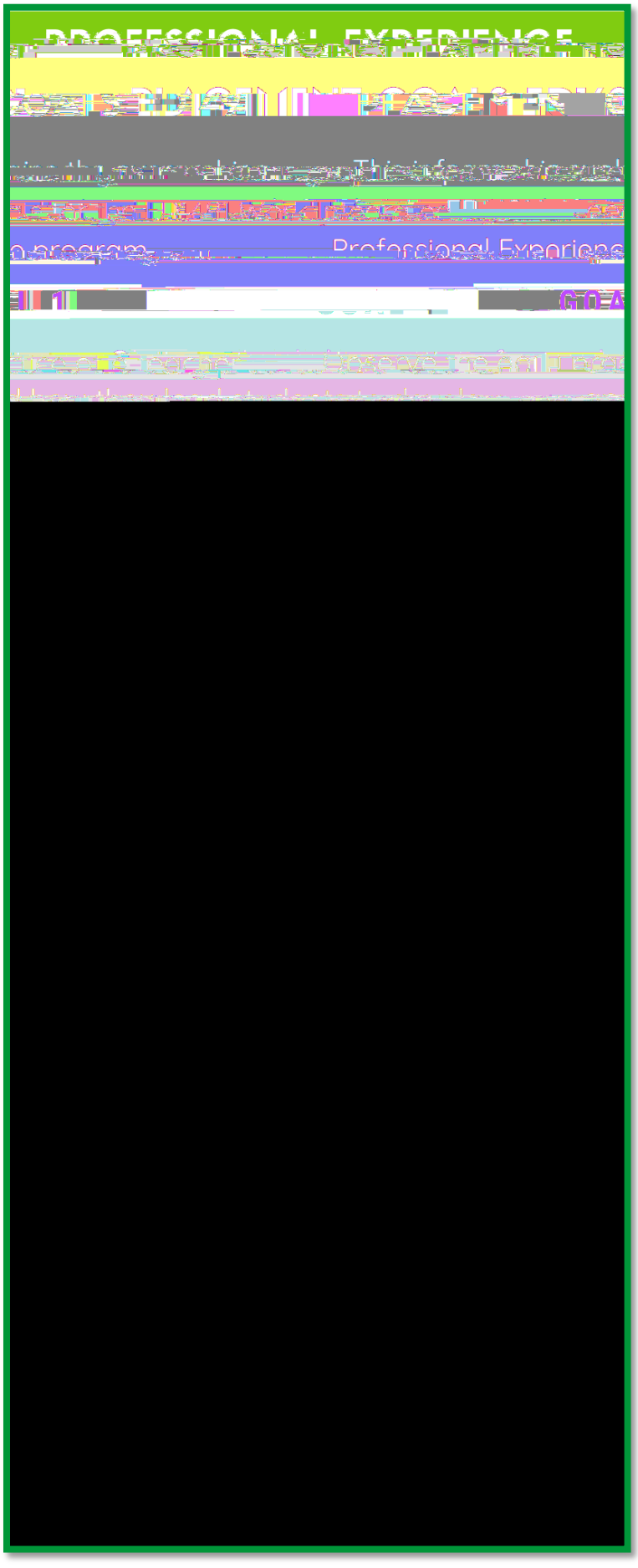


ED1421 Learning Tasks in Details

Day	Site-Based Teacher Educator (SBTE)	Preservice Teacher (PST)
1	Discuss classroom induction expectations Explain established class routines and procedures and how they contribute to creating and maintaining supportive, inclusive, and safe learning environments Model literacy teaching strategies and the incorporation of general literacy capabilities	

5	Provide feedback on PST's engagement during Placement Review PST's professional learning against the Professional Experience Report t Demonstration of Evidence through Practice, PST Portfolio and Professional Discussions	Lead the co-planned small group activity or segment of a lesson, implementing suggested SBTE feedback W Œ } À]] v] v š o • µ ‰ ‰ } Œ š š } • (individual and small groups) Co-reflect Professional Experience and Portfolio (including Portfolio 300-word Reflection)

ED1491 Goals and Placement Overview



ED1491 Learning Tasks in Details

Day	Site-Based Teacher Educator (SBTE)	Preservice Teacher (PST)
1	Discuss or reacquaint PST with induction expectations and placement goals	Engage in a professional expectations dialogue with SBTE to discuss ED1491 Placement Goals
	Explain established lesson routines procedures and how they contribute to creating and maintaining a supportive, inclusive and safe learning environment	Observe lesson routines, procedures and how they support an inclusive learning environment
	Model numeracy teaching strategies and the incorporation of numeracy general capabilities specific to the teaching/subject area	Observe how class tasks incorporate numeracy to enhance their understanding of the subject-specific content Provide incidental support to student [• o Œ v] v P and small groups)

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.

ED1491 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.

The Preservice Teacher will discuss with the Site-Based Teacher the required artefacts for assessment before or on the first day of the Professional Experience Phase. The Site-Based Teacher Educators view the completed Professional Experience Portfolio to inform their assessment of the Preservice Teacher's performance during the Professional Experience Phase. The SBTE, SC, or visiting JCU representative may view the Portfolio at any time throughout the placement.

Requirements	Suggested Artefacts for inclusion
Planning effectively	

ED1401
Secondary

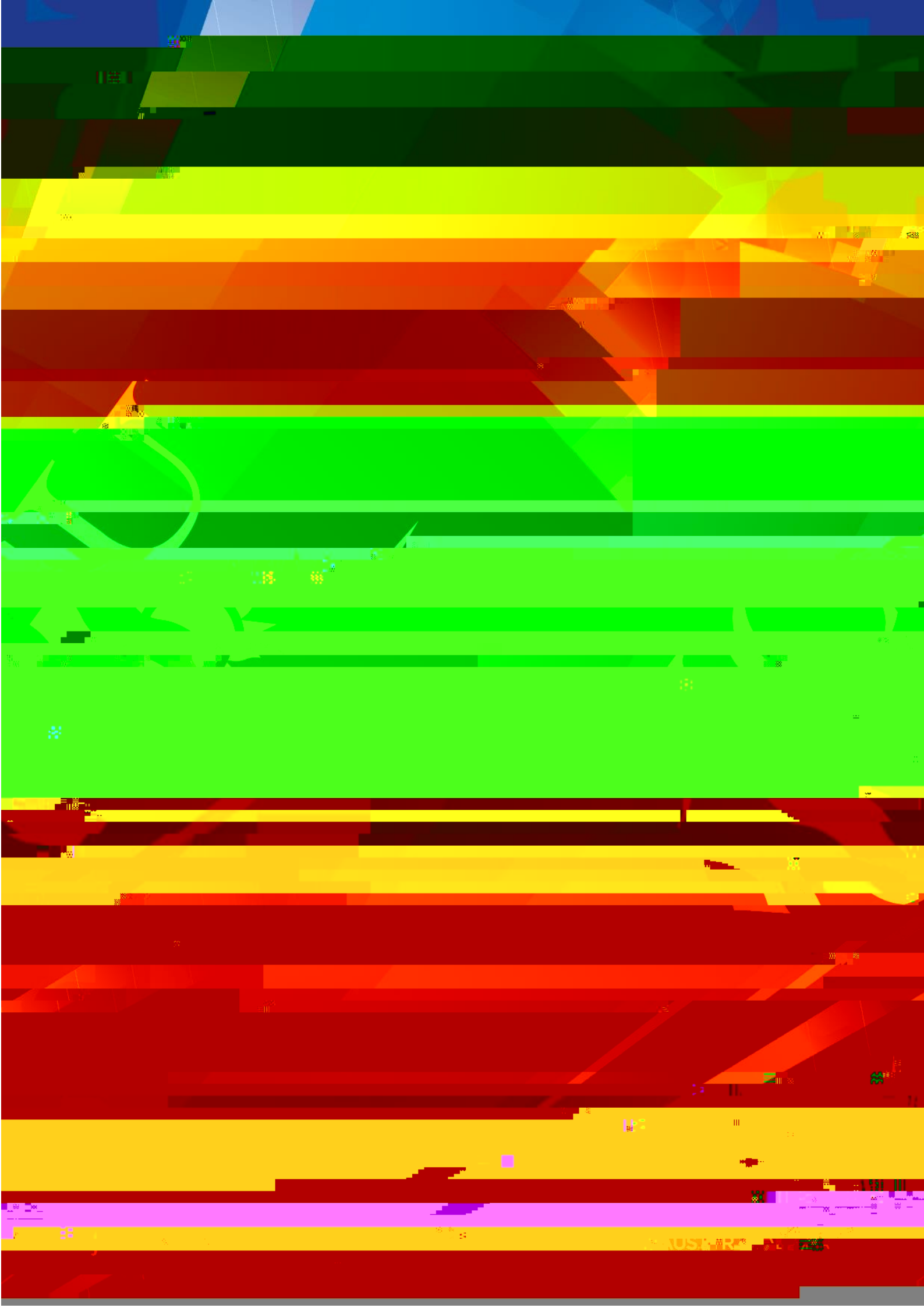
To be a successful placement - A minimum of Z À o } ‰] v µ P š i o Ç l descriptors

Preservice Teachers are introduced to the APST at this stage of learning. The practicum (} µ • • } v W Œ • Œ À] d Z Œ • [‰ Œ • ‰ š] À •] v (s Œ ' shape their practices. Numeracy as a general capability is a focus in this phase.

À] v } (W] [• development

Professional Experience Result			Requirements	
Satisfactory		Unsatisfactory	Completed 5 Days	
			Completed and Discussed professional portfolio recommendations	
This means PST is ready to proceed to next Professional Experience stage (Met all Descriptors at either Well Developed or Developing Adequately)		This means PST is not yet ready to proceed to next Professional Experience stage due to having 1 or more Not Developing Descriptors Ticked	Minimum of Z À o } ‰] v ‹ µ š in a[descriptors	

Preservice d Z Da e		Signature Date	
Supe			

Placement Appendices

All digital PDF and Word Format Appendices are in the Professional Community Site t Resources t 1st Year Placement 2024 t Templates Folder. Please download the required Templates in preparation for Placement. All templates scaffold and support targeted observations guiding intentional learning outcomes and lead the PST in critical reflection