



# QUT Education

---

## PROFESSIONAL EXPERIENCE HANDBOOK

Faculty of Creative Industries, Education and Social Justice  
Queensland University of Technology QUT  
Version 12 | February 2024

This handbook provides comprehensive information related to Professional Experience for all QUT pre-service teachers (PST), QUT academic staff, and our external partners. We also have a dedicated [Professional Experience website](#) which contains further information, calendars and resources for pre-service teachers, external partners and Faculty staff.

Please note that some of the links contained within this document may only be accessible to QUT staff and students.

## Table of Contents

WELCOME .....	5
OVERVIEW OF THE INITIAL TEACHER EDUCATION PROGRAMS .....	6
Professional Experience Summary .....	6
OVERVIEW OF PROFESSIONAL EXPERIENCE .....	8
Program Information .....	8
Bachelor of Education .....	8
Master of Teaching .....	8
Breakdown of Professional Experience .....	10
Bachelor of Education students .....	10
Master of Teaching students .....	11
ROLES AND RESPONSIBILITIES .....	11
Academic Director (Professional Experience) .....	11
Student Support Manager .....	11
Professional Experience Coordinator .....	12
Partnership Officers .....	12
University Partner Team (UPT) .....	13
Site Coordinator .....	14
Supervising Teacher .....	15
Pre-service teachers .....	16
Prior to Placement .....	17
Good Academic Standing .....	17
Working with Children .....	17
LANTITE (Literacy and Numeracy Test for Initial Teacher Education) .....	17
Relevant Disclosures .....	18
Potential Conflicts of Interest .....	18
Health and Safety .....	19
Vaccinations .....	19
Regulations, Legislation and Policies .....	19
Early Childhood Placement Requirements .....	19
Communication .....	20
Professional Practice Folder .....	20
During Placement .....	20
Attendance .....	20
Absences .....	20
Pupil free days .....	21
Communication .....	21
Dress .....	22

Workplace Health and Safety .....	22
Discrimination.....	22
Duty of Care .....	22
Confidentiality.....	23
Student Disclosure .....	23
Relationships with Learners.....	23
Code of Conduct .....	24
Discontinuation of the placement.....	24
Permission to Teach (PTT) .....	25
Support Services .....	25
Post-placement .....	25
<b>ASSESSMENT OF PROFESSIONAL EXPERIENCE .....</b>	<b>26</b>
Progression Tables .....	26
Assessing Professional Experience.....	27
Feedback .....	28
The Interim Report .....	29
Pre-service teachers at risk.....	29
The Final Report.....	30
Quality Teaching Performance Assessment.....	31
Primary Specialisation .....	31
<b>PROFESSIONAL EXPERIENCE PLACEMENTS PROCESSES.....</b>	<b>32</b>
Timing of professional experience .....	32
Allocation process .....	32
Rural, remote and regional placements .....	32
Travel and accommodation .....	33
Funding sources.....	33
Workplace Health and Safety .....	34
Interstate Placements.....	34
International Placements .....	34
Locations.....	35
Conditions of placement.....	35
Micro-placements .....	36
Payments for Site Coordinators and Supervising Teachers.....	36
<b>GLOSSARY OF TERMS.....</b>	<b>37</b>

## WELCOME

Teacher education has been occurring at Kelvin Grove for over 100 years. Since becoming QUT in 1989, QUT Education has continued to offer quality teacher education in areas of early childhood, primary and secondary education building on the strong historic foundations of the campus. As of February 1, 2021, the QUT Faculty of Education has combined with the Creative Industries Faculty and the School of Justice, to become the Faculty of Creative Industries, Education and Social Justice (CIESJ). Within the Faculty, QUT Education will continue to provide students with high-quality experiences to prepare them for their careers in the field of Education.

Professional Experience placements in real-world settings are highly valued, mandatory and a key aspect of the Faculty's courses. These placements are undertaken in a diverse range of early childhood centres, kindergartens, primary schools and secondary schools. These sites extend well beyond Brisbane and South-East Queensland to rural, remote and regional settings in Queensland, to interstate and internationally. Professional Experience is the essential link between theory and practice and prepares our pre-service teachers for the demands of the profession.

Please take the time to read this handbook carefully, and if you have any questions, please do not hesitate to contact our Professional Experience Office (PEO) or Student Support Office.

# OVERVIEW OF THE INITIAL TEACHER EDUCATION PROGRAMS

QUT Education has been providing quality teacher education for over 100 years, under the auspices of many organisations. QUT has a long-standing commitment to quality teacher education for early childhood, primary and secondary contexts and we offer a comprehensive range of education specialist initial teacher education programs (ITE). We have established long-standing sustainable and mutually beneficial partnerships across the education sector not only in Queensland but also in other Australian states/territories and internationally.

QUT has a strong focus on quality and excellence that engages in real-world problem solving spanning diverse communities. Real-world learning is a defining feature of the QUT experience, and our pre-service teachers are provided with real-world professional experience opportunities in a diverse range of geographical, social, cultural, philosophical and religious settings catering for infants through to young adults.

QUT Education is deeply committed to encouraging and assisting 21<sup>st</sup>-century educators to deeply understand the challenges of our global society and to acquire skills, values and dispositions as transformative educators and to build these capacities in their future students for the betterment of our society.

## Professional Experience Summary

QUT Education courses have a range of 3 – 5 Professional Experience units per course. A Professional Experience unit consists of a combination of academic coursework and study and an early childhood site or school classroom placement. Professional Experience is mandatory, and it is formally assessed. Professional Experience placements are demanding; students must meet minimum requirements physically, mentally and academically before they will be allowed to go on Professional Experience. For more details on required preparedness for professional practice, refer to [MOPP E/3.3](#).

Teaching is an exciting and demanding profession, and the journey to becoming a teacher is challenging and rewarding. It is only by becoming fully immersed in the world and work of teaching in a variety of contexts that pre-service teachers can fully understand the breadth and depth of a teacher's work. By engaging in a diverse range of experiences in a diverse range of settings pre-service teachers will be exposed to a range of beliefs, practices and approaches to teaching and learning, which will, in turn, impact upon their developing teaching philosophy. Professional Experience placements are central to all ITE courses at QUT. It is through these placements that pre-service teachers will develop and enhance their professional knowledge, skills and competencies.

Professional Experience placements are designed to be an opportunity for pre-service teachers to learn to teach and understand the work of a teacher in a supportive and supervised environment. The Professional Experience placements within a course are designed to sequentially develop, with pre-service teachers gradually accepting more responsibility for planning, teaching, and assessing with each placement. Throughout their ITE course, pre-service teachers will be actively engaging with the Australian Professional Standards for Teachers (APST) as they move towards articulating what teachers are expected to know and be able to do at the Graduate level.

## OVERVIEW OF PROFESSIONAL EXPERIENCE

In each Professional Experience, there is a significant focus on learning through critical reflection, observation and practice. Pre-service teachers will be engaged in critical reflection where they question and challenge personal beliefs and underlying assumptions. Pre-service teachers will become accustomed to giving and receiving feedback and engaging in professional learning conversations with their peers and supervisors.

Each education site is unique, and there are significant differences between sites, having different organisational and cultural structures, demographics, size and pedagogical practices. Different teachers have different practices and philosophies of teaching. It is vital that pre-service teachers experience a wide range of settings for Professional Experience.

For every Professional Experience placement, pre-service teachers will be allocated a Supervising Teacher/s, a Site Coordinator and will be supported by their Unit Tutor who is part of the University Partner team. The Site Coordinator (SC) is responsible for overseeing pre-service teachers and their Professional Experience (PEX) placement at the education site. The Supervising Teacher (ST) is the main point of contact and will be the major source of advice and inspiration for the pre-service teacher. University Tutors (UT) are allocated to students by tutorial groups and are the main liaison between the University and the site and provides support to the pre-service teachers, Supervising Teachers and the Site Coordinator.

### Program Information

#### *Bachelor of Education*

The Bachelor of Education (BEd) is offered in either Early Childhood, Primary or Secondary. It is an ITE program designed to prepare pre-service teachers with the knowledge and experience to manage teaching and learning programs for a diverse range of students. The course includes educational and curriculum coursework combined with research and real-world experience in early childhood and school settings that will equip pre-service teachers with the skills, expertise and confidence to be classroom and school-ready. The BEd qualification is a 4-year full-time program which includes a minimum of 80 days of supervised Professional Experience.

#### *Master of Teaching*

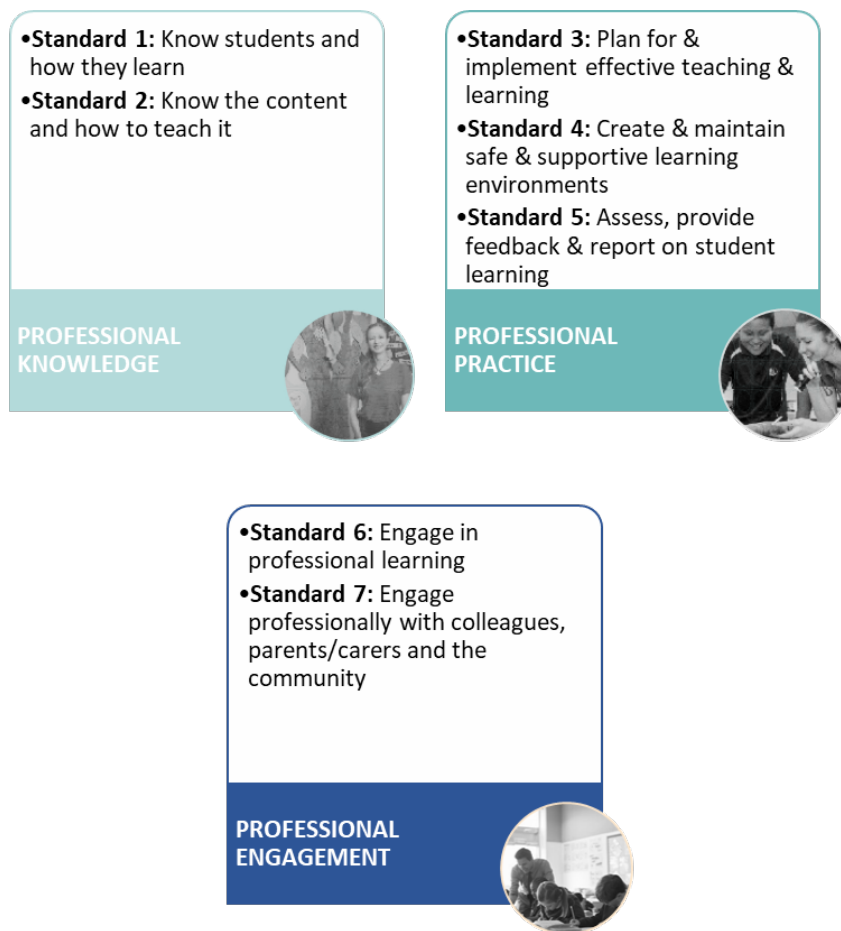
The Master of Teaching (MTeach) is offered in either Early Childhood, Primary or Secondary. It is an accelerated ITE program specifically designed for postgraduate students who have already completed an undergraduate degree. QUT's MTeach program is an innovative and progressive qualification that includes educational and curriculum coursework combined with research and real-world experience in early childhood and school settings which will equip pre-service teachers with the skills, expertise and confidence to be classroom and school-ready. The MTeach qualification is a 2-year full-time program which includes a minimum of 60 days of supervised Professional Experience.



Professional Experience is the central component of all QUT ITE programs. QUT, together with school and early childhood sectors, the Queensland College of Teachers (QCT) and the Australian Children's Education and Care Quality Authority (ACECQA) are committed to ensuring that we develop teaching graduates who are of the highest standard.

The Australian Professional Standards for Teachers (APSTs) describe the elements of effective, high-quality teachings that improve educational outcomes for students. These standards underpin all of our ITE courses. The APSTs provide a framework which makes explicit the knowledge, practice and professional engagement required. There are 7 standards that make up the APSTs, and they identify what teachers should know and be able to do.

For more detailed information about the APSTs, please refer to the [AITSL website](#):



Professional Experience placements provide pre-service teachers with opportunities to:

- purposefully link theory and practice;
- observe and purposefully participate in a site/school;
- experience a sustained period of time in one setting to allow for stronger relationships with teachers and children/students;
- develop effective teaching and learning skills and knowledge;



- deepen curriculum and pedagogical knowledge;
- learn about and experience the broad range of aspects of a teacher’s work;
- gather evidence of engagement in planning and teaching for a diverse range of children and adolescents, managing diverse learning environments and assessing student learning;
- reflect on and critically evaluate their teaching and seek advice and collegial support in order to improve professionally; and
- achieve the APSTs at the required level throughout the different stages of the degree program.

Professional Experience placements occur in a wide variety of settings that allow QUT pre-service teachers to experience and interact with a diverse range of settings, learners, teachers and other professionals. Settings include early childhood settings, kindergartens, primary schools, secondary schools, P-12 schools, Education Queensland schools, religious schools, independent schools, metropolitan, regional, rural and remote, interstate and international sites.

## Breakdown of Professional Experience

*Bachelor of Education students – 2024* →

	Experience	Timing	Number of days of supervised PEx
<b>Early Childhood (ED39)</b>	1. EUB172 (Kindergarten)	Year 1 Sem 2	15
	2. EUB270 (Years 1-3)	Year 2 Sem 1	20
	3. EUB371 (Prep to 3)	Year 3 Sem 1	25
	OR		
	EUB372 (Kindergarten)	Year 3 Sem 1	25
	4. EUB373 (Birth-3 years)	Year 3 Sem 2	10
	5. EUB471 (Prep - 3)	Year 4 Sem 1	25
	OR		
EUB472 (Kindergarten)	Year 4 Sem 1	25	
	<b>Total</b>		<b>95</b>
<b>Primary (ED49)</b>	1. EUB171 (Years P – 6)	Year 1 Sem 2	15
	2. EUB270 (Years P – 6)	Year 2 Sem 1	20
	3. EUB370 (Years P – 6)	Year 3 Sem 1	20
	4. EUB470 (Years P – 6)	Year 4 Sem 1	25
		<b>Total</b>	
<b>Secondary (ED59)</b>	1. EUB170 (Years 7 – 12)	Year 1 Sem 2	15
	2. EUB270 (Years 7 – 12)	Year 2 Sem 2	20
	3. EUB370 (Years 7 – 12)	Year 3 Sem 1	20
	4. EUB470 (Years 7 – 12)	Year 4 Sem 1	25
		<b>Total</b>	

*Master of Teaching students – 2024 →*

	Experience	Timing	Number of days of supervised PEx
<b>Early Childhood (EU30)</b>	1. EUN160 (Years P - 3)	Year 1 Sem 2	15
	2. EUN261 (Birth – 2)	Year 2 Sem 1	10
	EUN261 (Kindergarten)	Year 2 Sem 1	20
	3. EUN263 (Years P - 3)	Year 2 Sem 2	25
	<b>Total</b>		<b>70</b>

	Experience	Timing	Number of days of supervised PEx
<b>Primary (EU40)</b>	1. EUN160 (Years P – 6)	Year 1 Sem 2	15
	2. EUN262 (Years P – 6)	Year 2 Sem 1	20
	3. EUN263 (Years P – 6)	Year 2 Sem 2	25
	<b>Total</b>		<b>60</b>

	Experience	Timing	Number of days of supervised PEx
<b>Secondary (EU50)</b>	1. EUN160 (Years 7 – 12)	Year 1 Sem 2	15
	2. EUN262 (Years 7 – 12)	Year 2 Sem 1	20
	3. EUN263 (Years 7 – 12)	Year 2 Sem 2	25
	<b>Total</b>		<b>60</b>

\*Please always refer to your individual study plan and course progression advice.

## ROLES AND RESPONSIBILITIES

### Academic Lead (Professional Experience)

The Academic Lead role (Professional Experience) is shared by two QUT Education academics who provide strategic leadership on all aspects of Professional Experience within the Faculty in QUT Education. Leadership extends beyond the Faculty with the Academic Leads (Professional Experience) being responsible for consolidating, developing and maintaining meaningful partnerships with schools and early childhood centres and professional bodies.

### Student Support Manager

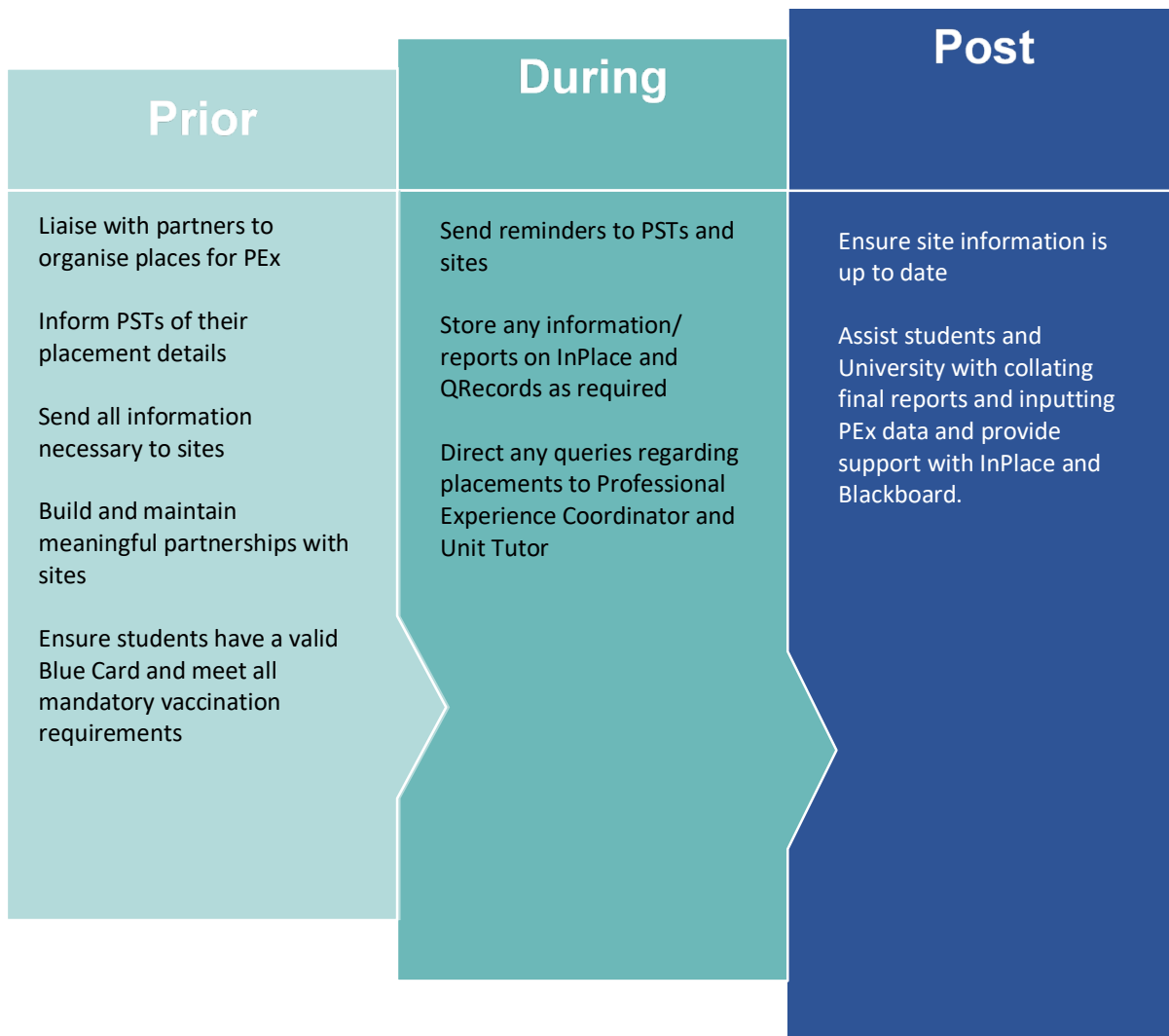
The Student Support Manager leads CIESJ’s Student Support Team. This team is made up of the Professional Experience Office and the Student Support Office and other administrative services. The Professional Experience Coordinator and Student Support Coordinator report to the Student Support Manager.

## Professional Experience Coordinator

The Professional Experience Coordinator provides leadership in the administration of Professional Experience within QUT Education. The Coordinator leads the Partnership Officers to ensure high-quality service to staff, pre-service teachers, internal and external stakeholders.

## Partnership Officers

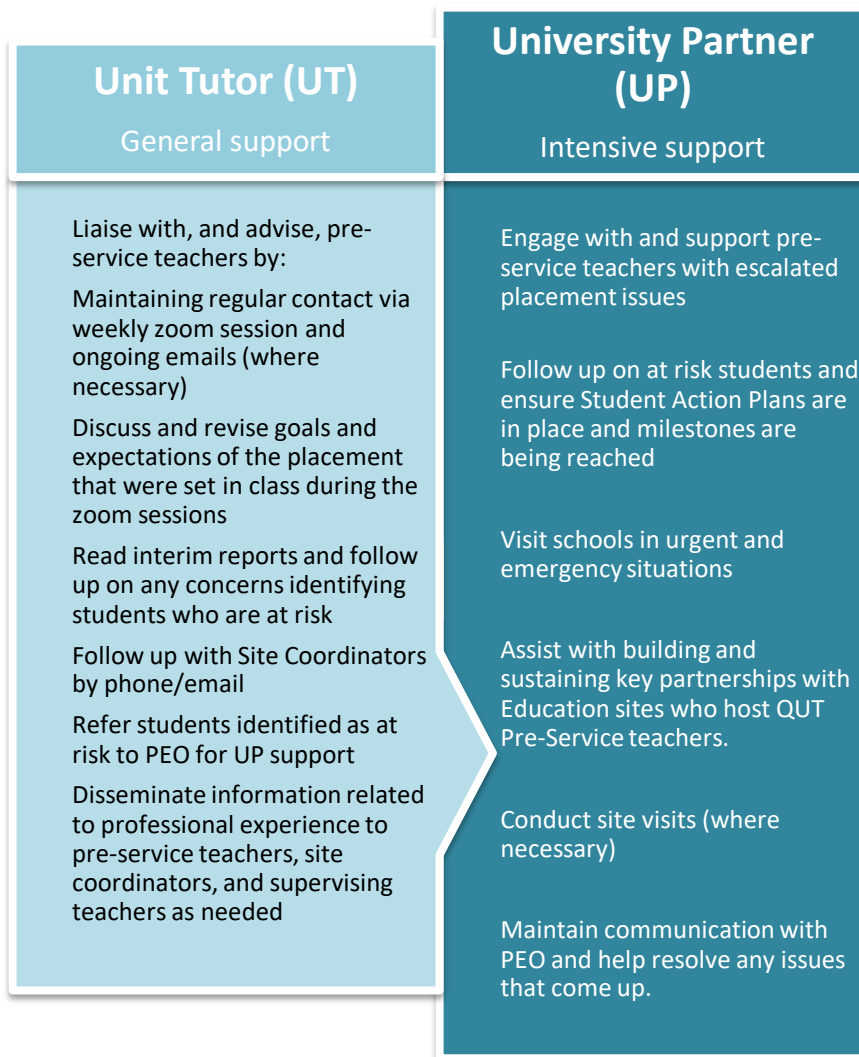
The Partnership Officers are responsible for the management of Professional Experience placements for all QUT pre-service teachers (PST) enrolled in ITE programs. The Partnership Officer will:



## University Partner Team (UPT)

Each pre-service teacher undertaking Professional Experience is supported by a team of University staff for the duration of each Professional Experience placement. This team is divided into two groups, each with a different role to play during the placement.

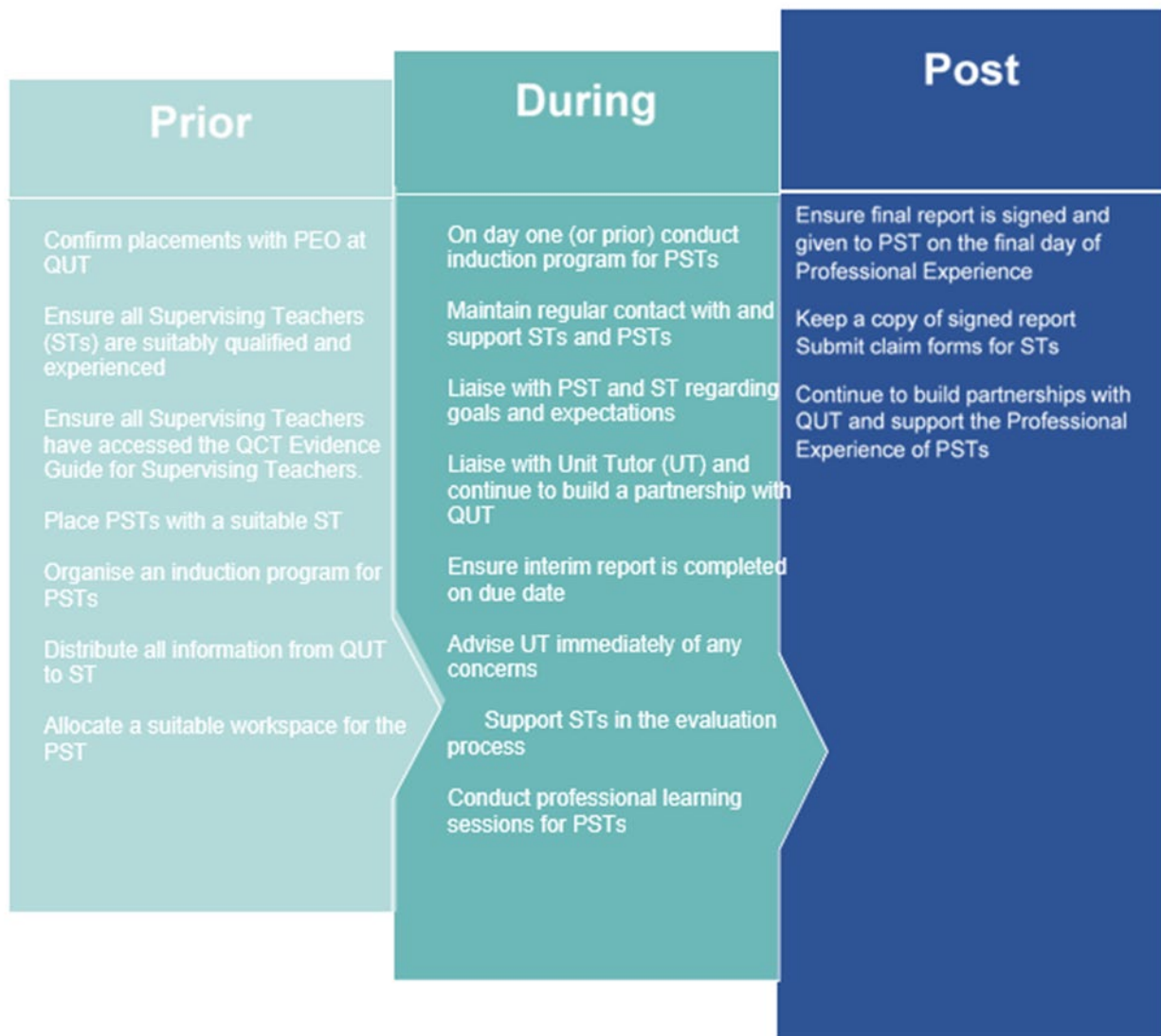
The University Partner Team is responsible for all liaison activity with the Education site immediately before, during, and immediately following placements. Their role is to support the Pre-service Teacher, the Supervising Teacher and the Site Coordinator during Professional Experience placements. The UPT builds partnerships with the Faculty’s partners and guides both Pre-service Teachers and Supervising Teachers during the placement. General placement support is provided to each pre-service teacher by their Unit Tutor (UT). If student is identified as being at risk, they will be referred to a University Partner (UP) by the PEO for intensive placement support. A [University Tutor checklist](#) is included online. The different roles are described below:



## Site Coordinator

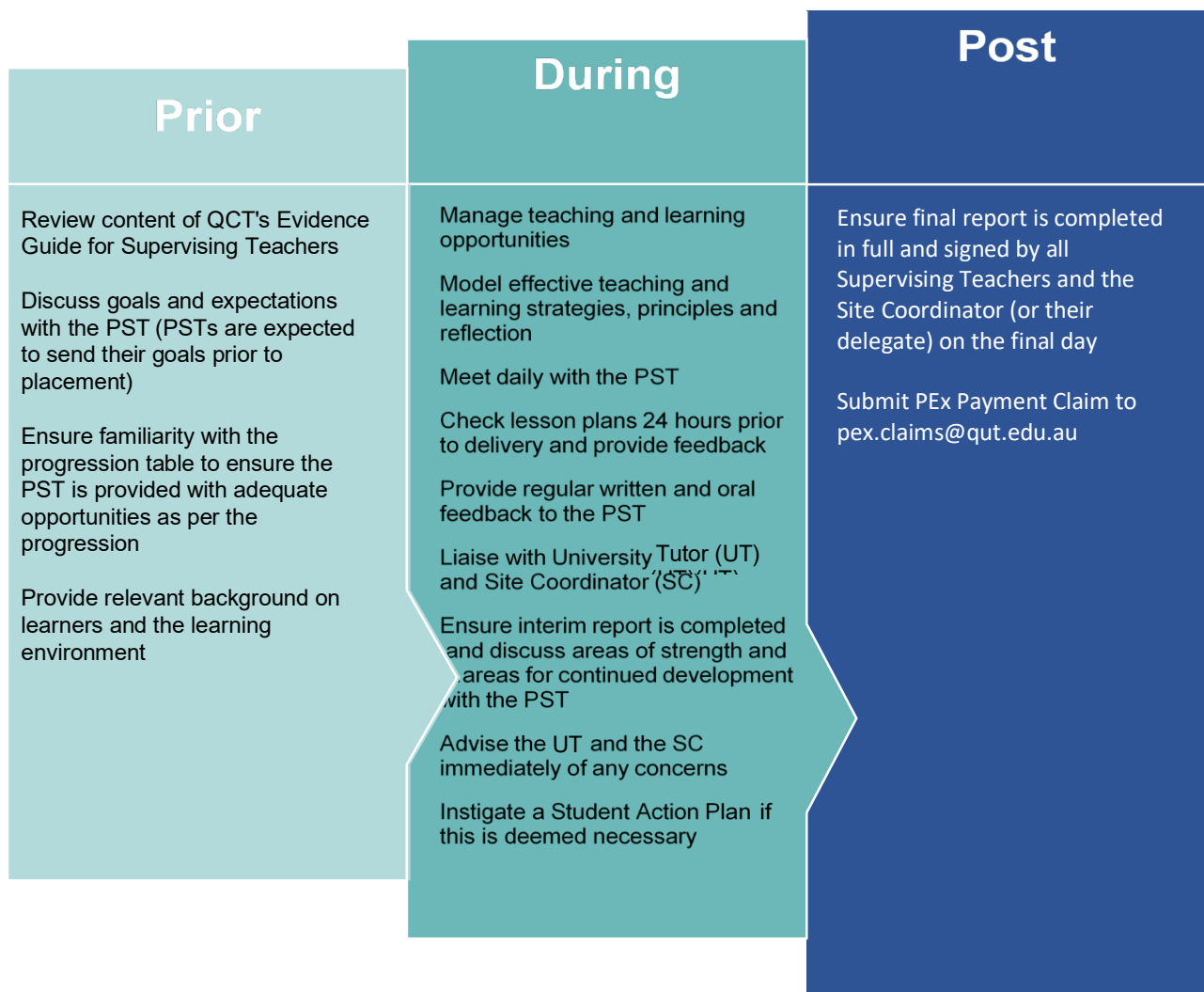
The Site Coordinator oversees all Professional Experience placements at the site. This person is usually the Deputy Principal in a school (or other school delegate) or the Director in an early childhood context. Their role is to support the professional learning of both the Supervising Teacher and the pre-service teacher. The Queensland College of Teachers 'Professional Experience Reporting Framework' ensures understanding of both context and compliance requirements for Supervising Teachers and is therefore recommended as an essential reference. You can access the QCT Website [here](#). A Site Coordinator checklist and Induction Guide is available on the [PEO website](#).

The Site Coordinator will:



## Supervising Teacher

Supervising Teachers play a significant role in the development of pre-service teachers. They have the day-to-day responsibility for the supervision and assessment of pre-service teachers during the professional experience placement. A Supervising Teacher in school and prior to school settings (Birth – 2 and 3- 5) must be four year trained and registered with the QCT (for Queensland placements) or registered with the equivalent professional teacher authority (for interstate and international placements). They should also be suitably experienced to offer expert teaching and learning experiences for pre-service teachers and to assess these. Ensuring familiarity with the content of [QCT's Evidence Guide for Supervising Teachers](#) will support Supervising Teachers' fulfillment of their role. Supervising Teachers maintain the legal responsibility for the physical and intellectual wellbeing of the learners in their care. Pre-service teachers should not be left unsupervised with a class or group. The Supervising Teacher will:



## Pre-service teachers

Preparing to become a professional teacher requires a commitment to developing skills in professional knowledge, professional practice and professional engagement. Professional Experience placements are an integral part of the journey to becoming a graduate teacher and are organised to complement your university learning.

During a Professional Experience placement, a pre-service teacher must work at all times under the supervision of a Supervising Teacher, other staff at the site and the Site Coordinator. A pre-service teacher must be supervised at all times and not left solely responsible for any learners. It is expected at all times during placement that QUT pre-service teachers will conduct themselves in a professional and courteous manner and comply with the [QUT Student Code of Conduct](#). The pre-service teacher will:

Prior	During	Post
<ul style="list-style-type: none"> <li>Not contact schools to request placement with them (excl interstate)</li> <li>Have a minimum GPA of 4.0</li> <li>Notify PEO of any conflicts of interest &amp; if travelling on public transport</li> <li>Ensure Blue Card is valid and registered with QUT (through HIQ)</li> <li>Attend PEx briefing sessions as part of your PEx unit</li> <li>Set at least 2 goals for the placement</li> <li>Contact Site Coordinator (SC) and University Tutor (UT) and send through contact details and goals</li> <li>Organise work/childcare/other commitments to ensure attendance for the full days including before or after school meetings whilst on PEx</li> <li>Discuss goals and expectations with Supervising Teacher(s) (ST)</li> <li>Meet all vaccination requirements for your PEx</li> </ul>	<ul style="list-style-type: none"> <li>Maintain regular contact with UT</li> <li>Ensure Blue Card &amp; QUT ID card is with you at all times</li> <li>Conduct observations, planning, teaching and assessing as per the progression table for the unit</li> <li>Provide ST with copies of lesson plans and resources at least 24 hours prior</li> <li>Engage in professional learning conversations and zoom catch-ups with UT during placement</li> <li>Maintain Professional Practice Folder and ensure it is available at all times (see Appendix G)</li> <li>Advise UT immediately if there are any concerns</li> <li>Apply feedback from ST and interim report</li> <li>Follow all school and government covid 19 regulations, such as wearing a mask and/or using the Qld Check in app (if required).</li> </ul>	<ul style="list-style-type: none"> <li>Thank SC, ST and learners for hosting you during your placement</li> <li>Thank the UT that provided support</li> <li>Ensure you leave with a signed, completed copy of your final PEx report</li> <li>Ensure you upload your final PEx report to your PEx units' InPlace, following appropriate naming conventions</li> <li>Ensure you have returned all equipment, resources and other property to your host site</li> <li>Reflect on your goals and learning</li> </ul>



## Prior to Placement

### *Good Academic Standing*

All pre-service teachers must have a minimum GPA 4.0 in order to undertake a Professional Experience placement. Exemptions will only be made in exceptional circumstances.

### *Working with Children*

All pre-service teachers must undergo a Working with Children Check and be issued with a Blue Card before they are allowed to undertake Professional Experience in a school or early childhood setting. Pre-service teachers' Professional Experience placements will not be confirmed until valid Blue Card details are recorded on their QUT student record and failing to do so will result in the withdrawal of the Professional Experience placement which may impact on results and course progression.

For Queensland placements, pre-service teachers must be in possession of a valid Blue Card issued by the Queensland Government's Blue Card Services. This card must be registered with HiQ at QUT.

Placement in other states of Australia will also require a Working with Children Check, which must be completed by the relevant State authority. A copy of this document must be lodged with the Professional Experience Office at least 10 days prior to any placement being undertaken.

Pre-service teachers undertaking a Professional Experience placement internationally must be in possession of a Working With Children Check as well as any other requirements for working with children as necessitated by the placement site.

Pre-service teachers who do not hold a valid Blue Card must apply for a Blue Card at least 10 weeks prior to the commencement of the Professional Experience placement through HiQ. If the Blue Card is applied for through an organisation other than QUT, pre-service teachers must ensure that there is enough time to 'link' the Blue Card to QUT prior to the placement commencing. Students can renew their Blue Cards anytime up to the point of expiry. Blue cards are valid for 3 years. For detailed information, refer to [the Queensland Government's Blue Card Services website](#).

QUT pre-service teachers who have a Blue Card issued through another organisation or provider must apply to link their Blue Card to QUT via HiQ.

Refer to the [HiQ Blue Card](#) web page for further information or queries concerning the Blue Card and for the relevant application and linking forms (QUT student and staff access only).

### *LANTITE (Literacy and Numeracy Test for Initial Teacher Education)*

The Literacy and Numeracy Test for Initial Teacher Education (LANTITE) is designed to assess initial teacher education students' personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching. All pre-service teachers must have successfully met the LANTITE benchmarks prior to graduating as it is a course completion requirement. Pre-requisites for LANTITE attempts and completion exist on Professional Experience units throughout both the Bachelor of Education and Master of Teaching courses. All pre-service teachers are strongly encouraged to follow QUT Educations' LANTITE Implementation Plan, published yearly and posted to the [LANTITE Community Blackboard Site](#), where they are also able to access test preparation materials and support. Students are advised to attempt the test as early as possible in their course of

study to avoid any delays to their progression. The test is conducted by ACER and more information can be found on their [website](#).

### *Disclosure Requirements*

Pre-service teachers are required to disclose certain information to QUT to enable appropriate adjustments to be made to minimise exposure to risk, to themselves and to others. Pre-service teachers must read the [QUT Disclosure Requirements for Participating in a WIL Placement](#) prior to the commencement of Professional Experience.

If a pre-service teacher believes that they have any other conditions or circumstances that may impact on their Professional Experience, these should also be disclosed.

Any disclosures should be made to the Professional Experience Coordinator and the Unit Coordinator.

Pre-service teachers who have a disability or medical condition and who are enrolled in a Professional Experience unit can discuss their individual situation with a Disability Officer to determine what additional support/arrangements may be provided to assist with the completion of the Professional Experience unit. For more information about relevant disclosures, contact [QUT's Disability Services team](#).

### *Potential Conflicts of Interest*

Normally, a pre-service teacher will not be placed at a site where there is a potential conflict of interest. Pre-service teachers must recognise, declare and advise potential conflicts of interest upon enrolment in the Professional Experience unit. Examples of different types of conflicts of interest that typically arise with respect to Professional Experience include, but are not limited to:

- Having a spouse/partner/family members/close friends employed at the site;
- Having children or children of family members enrolled at the site;
- Currently or recently holding employment at the site in any capacity (teacher aide, OSHC worker, administration, casual teacher of music, drama, sports coach, etc.).

Potential conflicts of interest must be declared in writing to the PEO at [peo@qut.edu.au](mailto:peo@qut.edu.au) prior to or at the time of enrolment in the Professional Experience unit. Conflicts of interest should be advised every time a Professional Experience unit is undertaken.

### *Health and Safety*

Pre-service teachers must ensure they are familiar with evacuation and other safety procedures at their placement site. This should be explained to them in their placement induction (conducted by the Site Coordinator). Pre-service teachers should also be aware of their own physical and emotional wellbeing during the placement and ensure they do not over-commit to part-time work or personal commitments during Professional Experience placement.

Pre-service teachers should ensure they have viewed the [Managing your rights, responsibilities and safety on placement presentation](#) and completed the student checklist. The completed checklist should be kept in the Professional Practice Folder.

### *Regulations, Legislation and Policies*

Before commencing a Professional Experience placement, it is important that pre-service teachers read information pertaining to regulations, legislation and policies particular to their setting. This may include:

- [Education and Care Services National Law Act 2010](#)
- [National Quality Standards](#)

### *Early Childhood Placement Vaccination Requirements*

Staff and preservice teachers working in early childhood education and care services can be exposed to vaccine preventable diseases through contact with infectious children and their blood and body substances. Vaccination helps to protect staff, their families and the children they care for. In response to industry partner requirements, all ED39 and EU30 (Early Childhood) students must obtain proof of the following vaccinations prior to Professional Experience placements from 1 June 2020.

- Whooping cough
- Hepatitis A
- Annual flu vaccine
- Measles, mumps, rubella
- Chickenpox (varicella)
- Covid 19 – two doses
- Or a certificate of exemption for medical reasons from a GP or specialist doctor

Students failing to provide evidence of vaccinations or a certificate of exemption for medical reasons by placement deadlines (determined each semester), will **not be permitted** to attend Professional Experience Placements in prior to school settings.

All certificates proving up to date vaccinations must be uploaded to each students' InPlace profile prior to the semester deadline before PEx placements will be released to each student.

**As soon as you enrol into the unit, please make it a priority to obtain any outstanding vaccinations and upload your certificates as soon as possible.** The Professional Experience Office commences the placement process months in advance and some centres require this information before confirming the placement. International vaccination certificates must be translated into English before submitting. Specific industry partners may require certificates to be sighted prior to students commencing their placements or require additional induction or infections awareness training be completed prior to a placement commencing. It is the responsibility of each student to ensure this is done prior to attending PEx or you risk not being allowed to commence.

### *Communication*

Pre-service teachers need to provide their [details and goals](#) for their Professional Experience placement to their Site Coordinator, Supervising Teacher and UnitTutor. Pre-service teachers must complete the pre-service teacher details and goals for Professional Experience form and distribute to their Site Coordinator, Supervising Teacher and upload the document to InPlace prior to the commencement of placement.

### *Professional Practice Folder*

Pre-service teachers must have a Professional Practice Folder for each Professional Experience placement they undertake. This must be a physical folder which must be made available to their Site Coordinator, Supervising Teacher and Unit Tutor as requested. The pre-service teacher must keep this folder up to date on a daily basis. A checklist of what must be included in the [Professional Practice Folder](#) is included online.

## During Placement

### *Attendance*

The Professional Experience components of the course requires a full-time commitment. This cannot be varied because of work arrangements, childcare or other responsibilities. Alternative arrangements for work and personal commitments will need to be made for the duration of the Professional Experience placement. Every attempt is made to ensure University classes are not scheduled during Professional Experience blocks and no university work or assessment is due during this time; however, in the event that there is a clash, students should identify this immediately and work with the unit coordinator to come to an agreed arrangement. Students must follow the correct processes to apply for an assignment extension and in most cases may be granted an extension of up to 7 days.

Pre-service teachers on placement are required to attend the site for a full 'school/work' day. For example, if placed in a school setting, pre-service teachers are expected to be at the school at least 45 minutes before school starts and may be required to stay at least the same length of time or longer at the end of the school day. If in a kindergarten or childcare setting pre-service teachers will be expected to undertake the same workday as a regular staff member and this will involve some early starts and late finishes.

### *Absences*

Pre-service teachers must complete all of the days required in each Professional Experience in order to meet the requirements of teacher registration as specified by the QCT. This includes making up days for public holidays which may occur during the placement.

Pre-service teachers who are absent from the placement site for any reason on a scheduled day must:

- Notify the Site Coordinator and the Supervising Teacher, by the customary time (usually between 7.30am and 8am) and through the customary method at the site. Pre-service teachers should ensure they know the correct procedure for each site during induction.

- Supply a medical certificate if absent for more than one day to the PEO via email [peo@qut.edu.au](mailto:peo@qut.edu.au).
- Negotiate make-up days with the Supervising Teacher and/or the Site Coordinator to be completed as soon as possible (the next work day) after the original end-date.
- Follow up on any missed meetings with the relevant personnel on return to the school/centre.
- Inform the PEO ([peo@qut.edu.au](mailto:peo@qut.edu.au)), and your Unit Tutor of any days missed and make-up day/s arrangements.

Absence of **3 or more days** whilst on Professional Experience will be considered as per [MOPP E/3.3 \(Preparedness for professional practice\)](#). Continued absence, of **5 or more days**, will typically lead to discontinuation of the placement.

Where QUT has reasonable concerns for your ability to successfully engage in Professional Experience, as per the [QUT MOPP E/3.3 \(Preparedness for professional practice\)](#), QUT may request that you provide further documentation, for example a medical clearance.

In the event you contract Covid 19 or are required to isolate, please follow [Qld Government](#) directives (or your relevant State’s health authority). Please also contact the PEx Coordinator ([pexcoordinator.education@qut.edu.au](mailto:pexcoordinator.education@qut.edu.au)) immediately for further instructions.

Valid reasons to be absent from PEx	NOT valid reasons to be absent from PEx
Unwell/Carer’s leave Injury that results in being unfit for PEx Required to self-isolate/Lockdown of the school Public Holiday (region of the school)	Weddings and Social Events Holidays, concerts or overseas trips Sporting events and competitions (unless registered QUT Elite Athlete) Work Commitments

### *Pupil free days*

Pre-service teachers are expected to attend their site and be involved in pupil free day programs when the pupil free day falls within the Professional Experience placement. In some instances, pre-service teachers will not be able to attend pupil free days due to their individual school or Education Queensland/Religious/Independent school requirements. If this occurs, pre-service teachers will need to negotiate with their site an alternative day of attendance that falls within the University’s required time frame for completing Professional Experience.

### *Communication*

Communication with University staff can be made via email or telephone at any time during the Professional Experience placement. Your Unit Tutor and the Professional Experience Office (PEO) is the first contact point, and pre- service teachers must be proactive in communicating early in the Professional Experience. The first contact should be made with your Unit Tutor and will be dealt with or escalated from there.

Unit Tutor contact details will be made available prior to pre-service teachers’ Professional Experience placement via InPlace. Ongoing communications with the Unit Tutor will be based on the pre-service teachers’ needs with weekly drop-in sessions, email and phone communications offered to every PST on placement.

In situations where difficulties arise, or a pre-service teacher has been identified as being at risk of failing Professional Experience, the pre-service teacher will be referred to a University Partner via the Professional Experience Office to provide support and advice. Once identified or requested, the UP’s contact details will become available on InPlace to ensure staff and

students can maintain support. If at any time pre-service teachers are unable to communicate with the UP, they should contact the Professional Experience Coordinator or Student Support Manager via email or phone.

Communication with the placement site must remain professional at all times. Pre-service teachers need to discuss with their Supervising Teacher the best method to communicate with them outside of school/centre hours.

*All QUT pre-service teacher email communication must be done through their @connect.qut.edu.au email accounts. Pre-service teachers must not use their personal email for professional communication.*

### *Dress*

Pre-service teachers should be professional in their grooming and dress. They need to be aware of the context of their environment. Smart casual dress is required. Some sites have strict dress codes, and pre-service teachers are advised to contact the Site Coordinator to confirm their specific requirements prior to attending the lead-in day.

Every Professional Experience placement is subject to acceptance by the allocated site. Every site has the right to accept or reject a placement based on that site's expectations around personal presentation and dress standards. These requirements may relate to such things as visible tattoos, body piercings, the wearing of jeans/t-shirts, types of footwear or acceptable hairstyle or hair colour. Pre-service teachers are expected to meet their allocated site's requirements for the duration of their placement.

### *Workplace Health and Safety*

All workplace sites should have a Workplace Health and Safety Policy and a Risk Management Policy, with which pre-service teachers should become familiar with during induction. Pre-service teachers may be required to sign off on their understanding of some of the site policies. Some sites require pre-service teachers to attend special health and safety preparation. Pre-service teachers should ensure that they provide their workplace site with their contact details for health and safety purposes.

All pre-service teachers, whilst on Professional Experience placement (both domestic and overseas), are covered by QUT's Personal Accident, Public Liability, Professional Indemnity and Medical Malpractice insurance policy. More information is available at [Insurance at QUT](#).

If pre-service teachers have an accident at the site, or on a site-related activity away from the site, they are required to report it to the school/centre administration as well as the Professional Experience Coordinator and complete a QUT accident report on [HSE Hub](#). Once the incident or accident has been logged, they will receive an incident number, which must then be passed on to the Professional Experience Office and it will be logged as part of the placement record.

### *Discrimination*

If pre-service teachers encounter any form of discrimination, they need to discuss this issue with their Supervising Teacher (if appropriate), then with the Site Coordinator if the practice does not cease. They must also contact the PEO or Unit Tutor. They may also choose to contact QUT's Equity team who will advise on procedures available. More information is available from [Equity Services at QUT](#).

### *Duty of Care*

Supervising teachers have a legal responsibility for the physical and intellectual wellbeing of their



learners at all times. However, should harm come to any learner through negligence, or poor judgment on the part of any pre-service teacher it might be expected that both the pre-service teacher and the Supervising Teacher could be held responsible, especially if such harm had been reasonably foreseeable by either party.

A Supervising Teacher should be present in the classroom at all times, and a pre-service teacher must not be left solely responsible for any learners. Pre-service teachers should take particular care where learners work with potentially hazardous materials.

### *Confidentiality*

Schools/centres deal with confidential information about learners and their families. Pre-service teachers are expected to maintain this confidentiality at all times. It is a serious breach when confidentiality is broken. This breach may be actioned under [QUT's academic misconduct policy](#).

Pre-service teachers will need to collect samples of learners' work during their placements in order to demonstrate their impact on learning. They need to be aware that they must meet privacy and confidentiality requirements when collating evidence. A key ethical principle for the teaching profession is to ensure student confidentiality. Pre-service teachers must de-identify evidence of learners' work.

A photographic image (including a video recording) which is sufficiently clear to enable an individual to be identified, is personal information. QUT (as a Queensland Government Agency) is bound by the provisions of the Information Privacy Act 2009 (IP Act) which contains a number of privacy principles which set out the rules for how personal information is to be handled. In undertaking a QUT Professional Experience placement, pre-service teachers are expected to have a full knowledge and understanding of the requirements by which QUT is bound under the information Privacy Act and to adhere to relevant policies and procedures surrounding the protection of privacy of the learners in images and photographs.

With the above in mind, it is inappropriate for digital materials containing images of children, schools/centres and teachers to be uploaded by pre-service teachers to public or social media sites such as Facebook, Instagram, YouTube, iCloud, Dropbox, Flickr, Twitter, Blogs or other forums. As well as impacting on individual privacy, improper use of materials breaches [QUT's Student Code of Conduct](#). Pre-service teachers must at all times act ethically, respect learners and comply with specific site and context policies and guidelines.

### *Student Disclosure*

A situation may arise where a learner at the host site discloses, to the pre-service teacher, personal information that relates to sexual assault, neglect or abuse. Staff members have legal obligations depending on the type of information disclosed which may require reporting specific events to police, even if this means breaking the learner's confidence. The site will have a policy and procedure to follow. Pre-service teachers must ensure they know and understand this information, and report any incident to the Site Coordinator immediately.

### *Relationships with Learners*

Teachers are recognised as having a significant duty of care for all learners so the relationships established with them must be based on respect and trust, considering the best interests of the learner first. It is never appropriate for a pre-service teacher to engage in a personal relationship with a student even after the Professional Experience placement has been completed. This includes any form of connection or communication via the use of social media (Facebook, Instagram, TikTok). This would be a significant abuse of the trust placed in the site community



(including pre-service teachers) by a student's family. Legislation has been passed to comprehensively protect students from sexual abuse and other inappropriate conduct by those working with children. For further information, read [Professional Boundaries: A Guide for Queensland Teachers](#).

### *Code of Conduct*

Teachers working in educational settings are bound by the relevant code of conduct which shapes and guides the standards of practice required of teachers. The Queensland College of Teachers (QCT) determines that individuals working in Queensland schools are fit and suitable to teach. Any serious legal infringement may result in failure to be registered with the QCT and inability to teach in Queensland schools. It is expected that at all times during placement QUT pre-service teachers will conduct themselves in a professional and courteous manner and adhere to the [Code of Ethics for Teachers in Queensland](#) and the [Australian Professional Standards for Teachers](#) and where relevant the [Early Childhood Australia Code of Ethics](#).

The QUT Manual of Policies and Procedures (MOPP) has relevant reference points relating to student responsibilities and misconduct. These matters are taken very seriously, and a range of penalties may be imposed for pre-service teachers found guilty of misconduct or academic dishonesty. Please refer to:

- [E/2.1 QUT Student Code of Conduct](#)
- [E/8.1 Management of student discipline](#)

### *Discontinuation of the placement*

Placements can be discontinued by the pre-service teacher, QUT or the school/site.

If a pre-service teacher makes the decision to withdraw from Professional Experience, they must:

- Inform the Professional Experience Coordinator, the Site Coordinator, their Unit Tutor and the Unit Coordinator immediately, and then
- Contact Student Support for course progression advice.

QUT may discontinue a placement where a pre-service teacher breaches the [QUT Student Code of Conduct \(E/2.1\)](#); or where QUT has reasonable concerns that a pre-service teacher is unprepared for professional experience [\(E/3.3\)](#).

Schools/sites may choose to discontinue a placement for a variety of reasons, some of which may not be related to the pre-service teacher's conduct. The University's response to the discontinuation of a placement is dependent on the circumstances surrounding the decision. If the discontinuation of a placement is related to internal school/centre organisation and for reasons outside the pre-service teacher's control, then the University will endeavour to find a new placement for the pre-service teacher. However, under the conditions set by the QCT, it is likely that the placement will need to be repeated in full. Due to the limited number of placements available, it is also possible that another placement may not be able to be found until the following semester in which the unit is offered.

Schools/sites will exclude a pre-service teacher from a placement if their organisation considers, on reasonable grounds, that the pre-service teacher's conduct during the placement is inappropriate or that the pre-service teacher is not suitable to undertake or to continue the placement. The Site Coordinator will notify the Professional Experience Coordinator who will advise the pre-service teacher not to attend the site. In most cases, the pre-service teacher will receive a failing grade for the unit. Other disciplinary actions may also be taken in accordance with University rules.

## *Support Services*

Professional Experience is a very busy time, and pre-service teachers need to juggle many professional and personal demands whilst completing a Professional Experience placement. There are a number of different support services available to pre-service teachers during placement. The first point of contact is with the Unit Tutor who will recommend a course of action.

QUT's Student Services offer a range of support for students before, during and after their professional experience. Free and confidential appointments are available with professional student including Counsellors, Student Support & Wellbeing Advisors, and Disability Advisors. The QUT Medical Centre also offers appointments with GP's, Mental Health Nurses and Psychologists.

More information can be found below

- [Counselling and Psychology](#)
- [Financial and Equity Support](#)
- [Studying with a Disability, Injury or Health Condition](#)
- [QUT Medical Centre](#)

## *Financial Support for Students on Placements*

Planning ahead for the cost of your professional experience can help you feel prepared and reduce the financial stress associated with this time. The Student Support and Wellbeing Advisors in Student Services can assist you to develop a budget and assist you to access any financial supports you may be eligible for.

For financial support, book an appointment [here](#) or contact Student Services by phone on +61 7 3138 2019 or via email at [studentservices@qut.edu.au](mailto:studentservices@qut.edu.au)

If you are completing a placement and experiencing financial hardship, you may be eligible for a bursary. More information can be found below.

- [Equity Work Integrated Learning \(WIL\) Bursaries](#)
- [Equity Work Integrated Learning \(WIL\) Relocation Bursaries](#)

For support outside of business hours, please see details of [After Hours Emergency Contacts](#)

## Post-placement

Pre-service teachers must discuss their final report with their Supervising Teacher and Site Coordinator and sign the report. The pre-service teacher is responsible for uploading the final signed report to InPlace immediately upon completing their Professional Experience placement. Pre-service teachers should reflect on their final report and set goals and actions to improve practice.

## Permission to Teach (PTT)

QUT is committed to supporting our students and partner schools through Permission to Teach opportunities. Only approved teachers may undertake the duties of a teacher in a state or non-state school in Queensland. Approved teachers include registered teachers and persons approved to teach under Permission to teach (PTT). Holders of a PTT are not registered teachers. PTT approval is granted within strict parameters.

Preservice teachers wishing to apply for PTT must refer to the Queensland College of Teachers website located [HERE](#). The PTT school is responsible for initiating this process.

Before accepting an employment contract, QUT strongly recommends you to read the [Principles for Permission to Teach](#) information.

More information can also be located on the websites [Fact Sheet](#) and [PTT Policies](#) documents.

Once your school has initiated the PTT application with the Queensland College of Teachers, please inform the Professional Experience Office by emailing [peo@qut.edu.au](mailto:peo@qut.edu.au). Please include the name of the school where you have been offered employment. If you meet the required criteria for PTT, the PEO will then generate a Statement of Acknowledgement for you to submit to QCT.

### COMPLETING PLACEMENT AT YOUR PERMISSION TO TEACH SCHOOL

Current QUT Policy allows for **only one** placement to occur in your PTT school, and students must be in their final year of study for this to be approved. Students who are not in their final year of study who have been granted PTT will be required to take leave from their PTT school during the placement period specified in the PEx calendar. No changes or modifications to PEx dates will be allowed.

Due to the nature of the placement whilst completing PTT, QUT strongly recommends that students complete their final placement at their PTT school. Approval from the appropriate Heads of School must be given for any student wishing to complete placement in their PTT school. Please contact the PEO if you have any enquiries at [peo@qut.edu.au](mailto:peo@qut.edu.au).

## ASSESSMENT OF PROFESSIONAL EXPERIENCE

During each Professional Experience placement, pre-service teachers will be evaluated on their active involvement in the Professional Experience. In order to obtain an overall 'satisfactory' level for the Professional Experience unit, the pre-service teacher must successfully fulfil all requirements of the Progression Table for the unit which can be found on the [PEO website](#).

### *Progression Tables*

The Professional Experience Progression Tables specify the amount of teaching and other professional activities the pre-service teacher should be undertaking in each unit. These tables are provided for Supervising Teachers and pre-service teachers to assist in planning for Professional Experience. All progression tables are available on the [PEO website](#). They are also sent to every site by the PEO prior to the commencement of placements.

### *Assessing Professional Experience*

QUT Professional Experience reports are divided into three levels. These levels are developmental across the course. Each level is clearly stated on the report in the top box: *“progress is measured against the domains of the Australian Professional Standards at a xxx level”*. The graduate APSTs are used as the descriptors in all reports and underneath each of these descriptors is an example of what this should look like at the appropriate level. There is an overview table of this progression with examples for both BEd pre-service teachers and MTeach pre-service teachers found online:

- [Bachelor of Education – Early Childhood PEx Progression](#)
- [Bachelor of Education – Primary and Secondary PEx Progression](#)
- [Master of Teaching – Early Childhood, Primary and Secondary PEx Progression](#)

*Figure 1 APST level descriptors*



*Feedback*

Written and oral feedback should be provided by the Supervising Teacher to the pre-service teacher on a daily basis. Feedback should focus on particular skills and competencies as well as teaching as a whole. The feedback should be aligned to the requirements of the particular Professional Experience unit, progression requirements and the appropriate APSTs.

### *The Interim Report*

The interim report is to be completed by the Supervising Teacher and discussed with the pre-service teacher at the **halfway point** of the Professional Experience placement. This is vital for feedback and scaffolding of improvement in the pre-service teacher's work.

The discussion of the report should provide an honest appraisal of the pre-service teacher's abilities, indicating areas of strengths and weaknesses. A text response box is provided for Supervising Teacher comments. Explicit description of the pre-service teacher's strengths and weaknesses, and suggestions for improvement are useful to assist in development. The discussion should also provide the pre-service teacher with an opportunity to express any concerns or issues being experienced.

The interim report aligns with the final report. If an assessable aspect of the Professional Experience has not yet been observed at the interim period, please leave this section ungraded and discuss with the pre-service teacher the opportunities to develop this skill over the coming weeks and the expected standard of performance. The pre-service teacher should be given a copy of the interim report.. The pre-service teacher is also required to upload a copy of the interim report to InPlace (please use the correct naming convention and upload a single file).

If any of the Overall Assessment sections of the report are graded as 'not developing adequately', the report is graded as 'Unsatisfactory'. If a pre-service teacher is not developing adequately in accordance with the appropriate developmental level in any aspect of their performance, a [Student Action Plan](#) should be completed. The PEO should also be contacted at this stage if this has not already been done and a member of the placement support team (University Partner) will be assigned to provide additional support.

Please note that the *Final Professional Experience Recommendations* report, as endorsed by all school sectors in Queensland, will be used for all final semester pre-service teachers. All reports (both interim and final) and the Student Action Plan can be downloaded from the [PEO website](#).

### *Pre-service teachers at risk*

If a pre-service teacher is identified as being "at-risk" of not satisfactorily passing the placement, then a Student Action Plan must be activated immediately. The Student Action Plan engages a developmental process and is to be used by sites to assist pre-service teachers who are experiencing difficulty moving towards satisfactory achievement of the Professional Experience placement. It identifies areas for development; suggested strategies; and review and reflection.

To be of most value, a Student Action Plan needs to be initiated early in the Professional Experience placement, ideally before or at the same time as the Interim Report to allow the pre-service teacher time to change practice or to adopt new strategies in order to show improvement. A Student Action Plan can, however, be activated at any time during a placement. If a pre-service teacher is notified on the Interim Report that he/she is at risk of failing the placement, then a Student Action Plan must be developed.



The Supervising Teacher activates the Student Action Plan:

- as soon as it is decided that a pre-service teacher's progress, performance or professionalism is of concern (which may be at any time during the placement); or
- at the interim stage, if the pre-service teacher is graded as 'Not developing adequately' on any standard on the Interim Report.

The Supervising Teacher outlines the Areas for Development and Suggested Strategies on the Student Action Plan in consultation with the pre-service teacher, the Site Coordinator, and where necessary, the University Partner (UP). A review date is nominated for a review meeting between the Supervising Teacher and the pre-service teacher to discuss progress and determine outcomes. The Supervising Teacher then sends the Student Action Plan by e-mail to the Professional Experience Coordinator ([pexcoordinator.education@qut.edu.au](mailto:pexcoordinator.education@qut.edu.au)) as soon as the process has been initiated.

During the review meeting, the Supervising Teacher will determine if the pre-service teacher has shown satisfactory improvement in the identified area/s. The pre-service teacher is encouraged to seek feedback and provide examples of progress.

If satisfactory, the pre-service teacher will continue with the Professional Experience placement. If not satisfactory, this will be reflected in the Final Report, where the pre-service teacher may receive a failing grade for the placement.

A University Partner must be assigned to the student at risk by the PEO when a Student Action Plan is developed. The UP will follow up with the pre-service teacher and the Supervising Teacher to ensure it is being implemented. It is the pre-service teacher's responsibility to email a copy of the report of the Student Action Plan to the PEO and PEx Coordinator. The team in the PEO will upload this document to the placement record and the UP and PEx Coordinator will ensure additional support is provided as required.

### *The Final Report*

The final Professional Experience Report should be completed and discussed by the Supervising Teacher and pre-service teacher on the last day of the Professional Experience placement. One copy of the report is kept at the site and another provided to the pre-service teacher. It is the pre-service teacher's responsibility to upload the final report to InPlace.

In the final report, the Supervising Teacher will assess the pre-service teacher according to his/her capacity to proceed to the next Professional Experience placement. Supervising Teachers are asked to assess each criterion as 'not developing adequately', 'developing adequately' or 'well developed', in accordance with the appropriate developmental level (see *Figure 1 APST level descriptors*). It is important that a response is made for each of the criteria. The form also needs an overall response to each section. Please note that in order for a pre-service teacher to achieve a 'satisfactory' assessment for a report, he/she must not receive 'not developing adequately' in any of the Overall Assessment sections. **If the report is marked unsatisfactory, it is the pre-service teachers responsibility to arrange a meeting with the Supervising Teacher and/or Site Coordinator to seek feedback on the placement and overall grade.**

A text response box is provided for Supervising Teacher comments. While all areas of the report are important, pre-service teachers usually value this component most of all. The final section of the report records the results of the pre-service teacher's Professional Experience. The Professional Experience result is reported as satisfactory or unsatisfactory. The Supervising Teacher needs to select a box that relates to the rating of the pre-service teacher according to the criteria of the Professional Experience.



The completion of the required number of placement days also need to be met for a satisfactory result to be achieved. The Site Coordinator is responsible for signing off the final report for each pre-service teacher.

QUT pre-service teachers understand that it is their responsibility to ensure that the final report is signed and completed on the correct form. The pre-service teacher is also required to upload a copy of the final report to InPlace (please use the correct naming convention and upload a single file).

Professional Experience final report forms can also be downloaded from the [PEO website](#).

### *Quality Teaching Performance Assessment*

The final-year Quality Teaching Performance Assessment (QTPA) requires pre-service teachers to be reflective practitioners with the capacity to critique their own performance and to benchmark it against the graduate level of the Australian Professional Standards for Teachers (APSTs). Successfully completing the QTPA is a course requirement. An assessment of teaching performance is designed to measure pre-service teachers' knowledge, skills and ability with relation to the Graduate level of the APSTs.

The QTPA is positioned at the end of the pre-service teacher's course following their final professional experience placement. All pre-service teachers are required to have successfully passed the hurdle task of meeting the Graduate level for all criteria on the Queensland Professional Experience Reporting Framework (QPERF) before they can sit the QTPA.

The QTPA comprises four elements:

- Component A: A Personal Teaching Statement
- Component B: Planning for Teaching and Learning
- Component C: Demonstration of Impact
- Component D: Oral Presentation.

### *Primary Specialisation*

From 2022, all pre-service teachers studying Early Childhood (ED39 or EU30) and Primary (ED49 or EU40) are required to study a primary specialisation in English/Literacy.

Students who have enrolled prior to 2022, are required to study a primary specialisation in either:

- English/Literacy
- Maths/Numeracy
- Science

Pre-service teachers choose one of these and undertake modules in their selected specialisation that go beyond the required curriculum that all pre-service students undertake regardless of their specialisation area. No QUT student will be permitted to begin their final Professional Experience until they have completed both Primary Specialisation units successfully.

Pre-service teachers will be assessed on their ability to demonstrate expert content knowledge, expert pedagogical content knowledge and highly effective classroom teaching in their area of specialisation. Supervising Teachers are required to formatively and summatively assess pre-service teachers in these three areas when it is included on the Professional Experience report. A [guideline document](#) can be found online to assist Supervising Teachers in their assessment of primary specialisation.

# PROFESSIONAL EXPERIENCE PLACEMENTS PROCESSES

All placements are coordinated by the Partnership Officers through the PEO. Placement arrangements are made between the Site Coordinators and QUT, not with individual teachers at sites. Pre-service teachers are **not** permitted to approach a Queensland school or early childhood site directly for a placement unless this is arranged with PEO staff. Placements are negotiated with sites according to the Professional Experience unit requirements, and the individual site requirements.

## *Timing of professional experience*

The dates for Professional Experience are set in the Professional Experience Calendar. Different units can be scheduled at different times. All pre-service teachers in a particular unit will undertake Professional Experience at the same time. Pre-service teachers cannot complete their Professional Experience at a different time from the set dates. Exceptions may arise when pre-service teachers are being placed interstate or internationally and school term dates differ from those in Queensland, but pre-service teachers must start their placement as soon as the school calendar in that state or country allows. The Professional Experience Calendar can be found on the home page of the [PEO website](#).

## *Allocation process*

QUT pre-service teachers will be allocated a placement by the PEO according to the home address registered in QUT Digital Workplace, and any offers that QUT may have received from sites. If pre-service teachers wish to be placed in an area other than in the area they have recorded as their home address; the PEO needs to be notified by the end of week 1 of semester 1 or six weeks prior to placements beginning in semester 2. Pre-service teachers will be notified of placement and University Partner Team details via InPlace approximately 2 weeks before the placement commences.

Placements are largely determined by teaching areas and places offered by sites. Every effort is made to secure a placement within a reasonable travelling time (up to 90 minutes each way) from a pre-service teacher's residential address as recorded in QUT Digital Workplace. Transport arrangements may necessitate travel time being greater than the amount of time a pre-service teacher spends commuting to university. Pre-service teachers are required to be proactive in searching and securing transportation for travelling to and from Professional Experience.

## Rural, remote and regional placements

Pre-service teachers can undertake a Professional Experience placement in a regional, rural and remote setting if they meet the following criteria:

- Are financially stable - able to support travel, accommodation and living expenses;
- Are flexible in attitude and demonstrates a willingness to adjust to different experiences; and
- Are flexible with teaching area requirements in some settings.

Regional, rural and remote placements cannot be undertaken by internal students in their first year of study. Exemptions for individual cases will be considered by the Professional Experience Coordinator. External students living in regional, rural and remote settings will be placed within reasonable proximity to their home address as listed with QUT, and these will not be considered

regional, rural and remote placements and do not require an application form; for example, an external student living in Cairns will be placed in Cairns.

Pre-service teachers interested in a placement in a regional, rural or remote setting must advise the PEO as soon as they are enrolled in the Professional Experience unit for which they wish to complete a placement outside of south-east Queensland. Applications will be assessed on a case by case basis, and pre-service teachers will be notified if a regional, rural or remote placement is available. Should the PEO not be able to secure a placement in a regional, rural or remote setting, students will be placed as per the normal process. Students applying for regional, rural or remote places, should be prepared to be placed anywhere within Queensland unless specified and permitted by the PEO. Pre-service teachers may undertake a rural or remote placement in their final professional experience if it meets the following criteria:

- Invitation to return and/or
- Part of a QUT partnership agreement (TECe and Department of Education)

### [Regional, Rural and Remote Professional Experience Application Form.](#)

#### *Travel and accommodation*

Pre-service teachers are responsible for the organisation of all accommodation, travel bookings and any associated costs. Regional, rural and remote sites sometimes provide accommodation for free or at a nominal cost. The PEO is not responsible for sourcing accommodation for pre-service teachers. The relevant Partnership Officer will advise of any availability prior to the placement being confirmed. Pre-service teachers should carefully consider their ability to manage financially whilst on Professional Experience in these settings. Pre-service teachers with family or friends who can offer accommodation in regional, rural and remote settings are encouraged to apply. Please list this on the application form.

#### *Funding sources*

The Department of Education and Training (DET) offers Beyond the Range - Professional Experience Grants to support high achieving pre-service teachers to undertake Professional Experience in a rural or remote Queensland State School. All enquiries should be directed to DET.

- Read more about the [Beyond the Range grant](#)

Pre-service teachers are encouraged to apply for the QUT *Alumni Rural and Remote Bursary* to assist with travel and accommodation costs associated with rural and remote placements. Refer to the criteria listed and complete the application form to apply. Note an application for both *Regional Rural and Remote Professional Experience Application Form* and *Alumni Rural and Remote Bursary* must be completed and submitted at the same time to the PEO.

- [Criteria for Alumni Rural and Remote Bursary](#)
- [Application for Alumni Rural and Remote Bursary](#)

The *Isolated Children's Parents' Association of Queensland* also offers *Rural Practicum Incentives* to pre-service teachers who wish to complete a placement in areas of need. Please refer to the [Isolated Children's Parents' Association of Queensland - Rural Practicum Incentives](#). Pre-service teachers may contact the ICPA representative listed to enquire if the incentive is still available. Pre-service teachers interested in undertaking a placement at one of these schools must contact the PEO first to determine placement availability. The PEO will contact the school to negotiate the placement. Pre-service teachers must not contact the school directly. Once the placement has been confirmed, pre-service teachers can apply for the incentive via the contacts provided.

### *Workplace Health and Safety*

It is important that pre-service teachers are prepared for their placement, as many regional, rural and remote settings offer exciting but challenging experiences. Remember that in many regional, rural and remote settings schools are located in small, close-knit communities where the school is the 'hub' of the community. Pre-service teachers will be expected to join in community activities and act professionally at all times, including on weekends and after hours. Preparation is the key to a successful regional, rural or remote professional experience. Be prepared and enjoy the wonderful opportunities these settings can offer.

## Interstate Placements

Interstate placements are any placement that occurs outside of Queensland. This includes:

- external pre-service teachers living in a State or Territory other than Queensland and completing Professional Experience in that State or Territory;
- pre-service teachers who reside in Queensland but wish to undertake Professional Experience in another State or Territory.

Pre-service teachers must advise the PEO of their intent to complete Professional Experience outside of Queensland on enrolment in the Professional Experience unit. Pre-service teachers need to be aware that interstate placements are very competitive, and it can take some time to organise a Professional Experience placement. Professional experience cannot be undertaken at a site where a conflict of interest exists.

Pre-service teachers must comply with the State or Territory requirements for Working with Children Checks (Blue Card equivalent). Please note these vary considerably across Australia and can take up to 3 months to organise. No placements can be undertaken without an interstate Blue Card equivalent being registered with QUT.

All pre-service teachers undertaking an interstate placement (internal and external) must complete an [interstate application](#) and submit it to the PEO on enrolment in the Professional Experience unit and prior to the deadline (set each year approximately 6 weeks from the commencement of PEx).

Pre-service teachers who are applying for a regional, rural or remote placement in another State or Territory must also complete the Regional, Rural and Remote Application Form. External pre-service teachers who reside in a rural, regional or remote setting in another State or Territory, and this address is listed as their residential address with QUT, do not need to complete the form. This only applies to pre-service teachers travelling away from home to complete Professional Experience in a regional, rural or remote setting.

## International Placements

Pre-service teachers must inform the PEO upon enrolment in the Professional Experience unit in which they want to undertake an international Professional Experience. The unit placements must not be their first or last Professional Experience. International Professional Experience cannot be undertaken in the first and final placements. Pre-service teachers can undertake an international Professional Experience if they meet the following criteria:

- GPA of 5.0 or above;
- The majority of supervised Professional Experience must be undertaken in an Australian setting (51%);

- satisfactory results for all previous Professional Experiences;
- possession of a current Blue Card or equivalent Working with Children Check; and
- the capacity to pay for all expenses, such as travel, accommodation, living expenses and extra insurance if necessary.

*Please note that the QCT requires that the majority of Professional Experience (51%) must be completed in Australia. This also must take into account that all final Professional Experience must be undertaken onshore in Australia.*

### *Locations*

Placements must occur in schools where English is the main language of instruction. Destinations will only be considered as long as the proposed country is defined 'safe' by the Department of Foreign Affairs and Trade (DFAT) and a suitable school can confirm a placement. Pre-service teachers must check the [DFAT website](#) regularly to enable them to make well-informed decisions about overseas travel to ensure their safety.

Pre-service teachers will need to organise and pay for:

- travel;
- accommodation;
- living expenses;
- passport (ensure is valid for a minimum of six months);
- visas;
- international student card;
- international insurance;
- travel vaccinations; and
- airport taxes.

### *Conditions of placement*

The QCT guidelines state that the majority (minimum 51%) of supervised Professional Experience must occur in Australian school settings. This also must take into account that all final Professional Experience must be undertaken onshore in Australia. It should be noted that an International School is not recognised as an Australian school for this purpose.

Pre-service teachers must be supervised by registered teachers who are the equivalent of 4 year trained. To complete the pre-service program as approved, the pre-service teachers must know and be able to implement the relevant curriculum, syllabus and assessment requirements and meet the [Australian Professional Standards for Teachers](#). Many international schools teach different curriculum and subjects from those offered in Australian schools. The curriculum may be based on the British or American school system or the International Baccalaureate.

An application for any Professional Experience placement overseas will be considered on its merit and suitability to fulfil relevant course requirements. Any proposals should be discussed with the Professional Experience Coordinator prior to submission of an [International Professional Experience Application form](#).

More information on QUT student overseas travel is available from the [HiQ site](#).

### *Micro-placements*

Students who are enrolled in EUB406 (Stepping Out/Teacher Performance Assessment) and EUN240 (Teachers Researching Practice) and not concurrently enrolled in a Professional Experience Unit will be required to complete a 15-day micro-placement in order to facilitate their QTPA. This experience is not an assessed professional experience placement, however, is subject to the same placement guidelines, policies and rules as any other Professional Experience Placement.

Should a micro-placement be stopped by a school due to a students' behaviour or professional capability, subject to a QUT Education review, the student may not be replaced and unable to submit their QTPA constituting a fail grade for the unit.

## Payments for Site Coordinators and Supervising Teachers

Supervising Teachers and Site Coordinators are paid an allowance for their supervision of pre-service teachers during Professional Experience placements. The agreed rate Australia-wide, for supervision from January 2022 of pre-service teachers is \$6.94 per hour per pre-service teacher with a maximum of five hours per day able to be claimed. It is preferred that all claims must be made to QUT within the calendar year of supervision. Any outstanding claims from January 2021 to December 2021 will be paid at the 2021 rate of \$6.80 per hour. Any outstanding claims from January 1 to December 31 2020 will be paid at the 2020 rate of \$6.00 per hour.

A site coordination allowance may be claimed by the host Site Coordinator for managing two or more QUT pre-service teachers or managing two or more Supervising Teachers. As per the Industrial Agreement, the claimable amount is \$1.47 per pre-service teacher per day. Site Coordinators may also claim a group talks allowance.

For more information about claiming for Professional Experience payments:

- [Supervising Teacher Professional Experience Payment claim form](#)
- [Site Coordinator Professional Experience Payment claim form](#)
- [Site Coordinator Group Talks Payment claimform](#)
- [Supervising Teacher International Professional Experience Payment claim form](#)



## GLOSSARY OF TERMS

### **At-risk**

Pre-service teachers are deemed to be 'at risk' when they are not meeting the expectations of the Professional Experience. The process ensures that the pre-service teacher, Supervising Teacher, Site Coordinator and University Partner Team are all fully aware of the problems the pre-service teacher is experiencing and are clear on the steps the pre-service teacher needs to take to address the weaknesses and move towards improvement.

### **Australian Children's Education and Care Quality Authority (ACECQA)**

ACECQA oversees the implementation of the National Quality Framework (NQF) and works with the state and territory regulatory authorities to implement and administer the NQF. ACECQA is committed to the importance of quality education and care to children's wellbeing and future success.

### **Australian Institute for Teaching and School Leadership (AITSL)**

AITSL provides national leadership for the Australian, State and Territory Governments in promoting excellence in the profession of teaching and school leadership.

### **Australian Professional Standards for Teachers (APSTs)**

The APSTs make explicit the elements of high-quality teaching. They comprise seven standards which outline what teachers should know and be able to do at the four professional career stages: Graduate, Proficient, Highly Accomplished and Lead. The standards are grouped into three domains: Professional Knowledge, Professional Practice and Professional Engagement.

### **BEd**

Refers to the Bachelor of Education. It is a four-year degree in Initial Teacher Education. It is designed to prepare graduates for the profession of teaching.

### **Blue Card**

Refers to the card demonstrating that an individual has undergone and passed a police and disciplinary information check for suitability in working with children. It is necessary for all people working with children and young people in Queensland to have a valid Blue Card.

### **Final Report**

Refers to the pre-service teacher's final evaluation form required to be completed at the end of each Professional Experience placement.

### **Interim Report**

Refers to the report completed at the midpoint of the Professional Experience. This report should be discussed with the pre-service teacher and an action plan for continued improvement developed. The purpose of the interim report is to provide the pre-service teacher with written feedback and guidance.

**LANTITE**

Refers to the Literacy and Numeracy Test for Initial Teacher Education.

**MTeach**

Refers to the Master of Teaching program. It is an accelerated initial teacher education program specifically designed for postgraduate students who have already completed an undergraduate degree in a different discipline.

**National Quality Framework (NQF)**

Refers to the framework which is the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children, across long day care, family day care, preschool, kindergarten and outside school hours care.

**Partnership Officer**

Refers to the administrative QUT staff member who coordinates the administrative aspects of Professional Experience, including securing appropriate placements. This person is a significant point of contact for Site Coordinators, pre-service teachers, and academic staff prior to the commencement of a placement.

**Pre-service Teacher**

Refers to a student from the University who is placed in an educational site for Professional Experience. They are called pre-service teachers as recognition of their development and learning in the field.

**Professional Experience (PEX)**

Refers to workplace learning integrated with academic preparation and educational studies. It is typically located in a workplace such as a school, centre or site, relating to the university course being undertaken. The terms teaching practice, field experience, professional practice, practicum or work integrated learning (WIL) have often been used synonymously to refer to the same experience.

**Progression Tables**

Refers to the table that specifies the amount of teaching and other professional activities the pre-service teacher should be undertaking in each unit. These tables are provided for Supervising Teachers and pre-service teachers to assist in planning for Professional Experience.

**Queensland College of Teachers (QCT)**

Refers to the regulatory authority for the teaching profession in Queensland. The QCT develops, maintains and applies professional standards, codes of practice and policies to underpin initial entry to and continuing membership of the profession.

**Site**

Refers to any early childhood education Centre, kindergarten, primary school, high school or any other setting where a Professional Experience placement is undertaken.

**Site Coordinator**

Refers to the member of staff from the host site who is responsible for liaising with the University, coordinating the pre-service teachers and their supervising teachers and providing professional induction to pre-service teachers. The Site Coordinator plays both an administrative and pedagogical role.

**Student Action Plan**

Refers to the developmental process for use by sites with pre-service teachers who are experiencing difficulty moving towards satisfactory achievement of the Professional Experience placement. It identifies areas for development; suggested strategies; and review and reflection. It must be completed for every pre-service teacher who is deemed to be at risk.

**Supervising Teacher**

Refers to the registered teacher who accepts responsibility for a pre-service teacher during the Professional Experience placement and who supervises the pre-service teacher's experiences in the field and growth in professional attributes. The Supervising Teacher is responsible for the assessment of the pre-service teacher's Professional Experience placement.

**Quality Teaching Performance Assessment (QTPA)**

Refers to the final year capstone assessment task that requires pre-service teachers to be reflective practitioners with the capacity to critique their own performance and to benchmark it against the graduate level of the Australian Professional Standards for Teachers (APSTs). It occurs at the end of the degree program, following the final professional experience.

**University Partner Team**

Refers to the team of QUT support staff from QUT Education who are responsible for liaising with sites during Professional Experience placements. The Unit Tutor (UT) is the person who is the site's main point of contact with the University during the placement period. A University Partner (UP) may be assigned to support the pre-service teacher, Supervising Teacher and Site Coordinator if the student is at risk. Staff in these roles provide mentoring and support not assessment and supervision.