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.
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WELCOME

Teacher education has been occurring at Kelvin Grove for over 100 years. Since becoming QUT in 1989, the Faculty of 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.

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).

Professor Carol Nicoll
Executive Dean, Faculty of Education QUT
Brisbane, Australia
OVERVIEW OF THE INITIAL TEACHER EDUCATION PROGRAMS

The Faculty of Education at QUT has been providing quality teacher education for over 100 years, under the auspices of many organisations. The Faculty 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.

The Faculty of Education at QUT is deeply committed to encouraging and assisting 21st-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 Faculty of Education courses have a range of 3 – 5 Professional Experience units per course. A Professional Experience unit consists of a combination of university work 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 a University Partner. The Site Coordinator is responsible for overseeing pre-service teachers and their Professional Experience placement at the education site. The Supervising Teacher is the main point of contact and will be the major source of advice and inspiration for the pre-service teacher. The University Partner is allocated to each site and is 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:

- **Standard 1**: Know students and how they learn
- **Standard 2**: Know the content and how to teach it
- **Standard 3**: Plan for & implement effective teaching & learning
- **Standard 4**: Create & maintain safe & supportive learning environments
- **Standard 5**: Assess, provide feedback & report on student learning
- **Standard 6**: Engage in professional learning
- **Standard 7**: Engage professionally with colleagues, parents/carers and the community

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, special 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**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Timing</th>
<th>Number of days of supervised PEx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. EUB140 (Kindergarten)</td>
<td>Year 1 Sem 2</td>
<td>15</td>
</tr>
<tr>
<td>2. EUB241 (Birth – 2)</td>
<td>Year 2 Sem 2</td>
<td>10</td>
</tr>
<tr>
<td>3. EUB343 (Years 1 - 3)</td>
<td>Year 3 Sem 1</td>
<td>20</td>
</tr>
<tr>
<td>4. EUB444 (Kindergarten)</td>
<td>Year 4 Sem 1</td>
<td>20</td>
</tr>
<tr>
<td>5. EUB445 (Years P-3)</td>
<td>Year 4 Sem 2</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td></td>
<td><strong>90</strong></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. EUB242 (Years P – 6)</td>
<td>Year 2 Sem 1</td>
<td>15</td>
</tr>
<tr>
<td>2. EUB343 (Years P – 6)</td>
<td>Year 3 Sem 1</td>
<td>20</td>
</tr>
<tr>
<td>3. EUB444 (Years P – 6)</td>
<td>Year 4 Sem 1</td>
<td>20</td>
</tr>
<tr>
<td>4. EUB445 (Years P – 6)</td>
<td>Year 4 Sem 2</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td></td>
<td><strong>80</strong></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. EUB242 (Years 7 – 12)</td>
<td>Year 2 Sem 1</td>
<td>15</td>
</tr>
<tr>
<td>2. EUB343 (Years 7 – 12)</td>
<td>Year 3 Sem 1</td>
<td>20</td>
</tr>
<tr>
<td>3. EUB444 (Years 7 – 12)</td>
<td>Year 4 Sem 1</td>
<td>20</td>
</tr>
<tr>
<td>4. EUB445 (Years 7 – 12)</td>
<td>Year 4 Sem 2</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>
### Master of Teaching students

#### Early Childhood

<table>
<thead>
<tr>
<th>Experience</th>
<th>Timing</th>
<th>Number of days of supervised PEx</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EUN130 (Kindergarten)</td>
<td>Year 1 Sem 2</td>
<td>15</td>
</tr>
<tr>
<td>2. EUN130 (Birth – 2)</td>
<td>Year 1 Sem 2</td>
<td>10</td>
</tr>
<tr>
<td>3. EUN231 (Years 1 - 3)</td>
<td>Year 2 Sem 1</td>
<td>20</td>
</tr>
<tr>
<td>4. EUN232 (Years P - 3)</td>
<td>Year 2 Sem 2</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

#### Primary

<table>
<thead>
<tr>
<th>Experience</th>
<th>Timing</th>
<th>Number of days of supervised PEx</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EUN130 (Years P – 6)</td>
<td>Year 1 Sem 2</td>
<td>15</td>
</tr>
<tr>
<td>2. EUN231 (Years P – 6)</td>
<td>Year 2 Sem 1</td>
<td>20</td>
</tr>
<tr>
<td>3. EUN232 (Years P – 6)</td>
<td>Year 2 Sem 2</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

#### Secondary

<table>
<thead>
<tr>
<th>Experience</th>
<th>Timing</th>
<th>Number of days of supervised PEx</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EUN130 (Years 7 – 12)</td>
<td>Year 1 Sem 2</td>
<td>15</td>
</tr>
<tr>
<td>2. EUN231 (Years 7 – 12)</td>
<td>Year 2 Sem 1</td>
<td>20</td>
</tr>
<tr>
<td>3. EUN232 (Years 7 – 12)</td>
<td>Year 2 Sem 2</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

### ROLES AND RESPONSIBILITIES

#### Academic Director (Professional Experience)

The Academic Director (Professional Experience) provides strategic leadership on all aspects of Professional Experience in the Faculty of Education. Leadership extends beyond the Faculty with the Academic Director (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 the Office of Learning and Teaching’s Student Support Team. This team is made up of the Professional Experience Office and the Student Support Office. 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 the Faculty of Education. The Coordinator leads the Partnership Officers to ensure high-quality service to staff, pre-service teachers, internal and external stakeholders. University Partners report to the Professional Experience Coordinator.

Partnership Officers

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

<table>
<thead>
<tr>
<th>Prior</th>
<th>During</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaise with partners to organise places for PEx</td>
<td>Send reminders to PSTs and sites</td>
<td>Update site information</td>
</tr>
<tr>
<td>Inform PSTs of their placement details</td>
<td>Store any information/reports on InPlace and QRecords as required</td>
<td>Store any information/reports on InPlace and QRecords</td>
</tr>
<tr>
<td>Send all information necessary to sites</td>
<td>Direct any queries regarding placements to University Partner</td>
<td></td>
</tr>
<tr>
<td>Build and maintain meaningful partnerships with sites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure students have a valid Blue Card</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 three groups, each with a different role to play during the placement.

The University Partner Team is responsible for all liaison activity with the 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. A University Partner checklist is included online. The University Partner will:

<table>
<thead>
<tr>
<th>Unit Tutor</th>
<th>Partnership Support Team</th>
<th>Placement Support Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaise with, and advise, pre-service teachers by:</td>
<td>Assist with building and sustaining key partnerships with Education sites who host QUT Pre-Service teachers.</td>
<td>Engage with and support pre-service teachers with escalated placement issues</td>
</tr>
<tr>
<td>Maintaining regular contact via weekly zoom session and ongoing emails (where necessary)</td>
<td>Liaise with, and advise, site coordinators and supervising teachers</td>
<td>Follow up on at-risk students and ensure Student Action Plans are in place and milestones are being reached</td>
</tr>
<tr>
<td>Discuss and revise goals and expectations of the placement that were set in class during the zoom sessions</td>
<td>Disseminate information related to professional experience to pre-service teachers, site coordinators, and supervising teachers.</td>
<td>Visit schools in urgent and emergency situations</td>
</tr>
<tr>
<td>Facilitating professional learning conversations; and</td>
<td>Maintain communication and help resolve any issues that come up.</td>
<td>Conduct Site visits</td>
</tr>
<tr>
<td>Read interim reports and following up on any concerns identifying students who are at risk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disseminate information related to professional experience to pre-service teachers, site coordinators, and supervising teachers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 on the PEO website.

The Site Coordinator will:

<table>
<thead>
<tr>
<th>Prior</th>
<th>During</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm placements with PEO at QUT</td>
<td>On Day One (or prior) conduct induction program for PSTs</td>
<td>Ensure final report is signed and given to PST on the final day of Professional Experience</td>
</tr>
<tr>
<td>Ensure all Supervising Teachers (STs) are suitably qualified and experienced</td>
<td>Maintain regular contact with and support STs and PSTs</td>
<td>Keep a copy of signed report</td>
</tr>
<tr>
<td>Ensure all Supervising Teachers have accessed the QCT Evidence Guide for Supervising Teachers.</td>
<td>Liaise with PST and ST regarding goals and expectations</td>
<td>Submit claim forms for STs</td>
</tr>
<tr>
<td>Place PSTs with a suitable ST</td>
<td>Liaise with University Partner (UP) and continue to build a partnership with QUT</td>
<td>Continue to build partnerships with QUT and support the Professional Experience of PSTs</td>
</tr>
<tr>
<td>Organise an induction program for PSTs</td>
<td>Ensure interim report is completed</td>
<td></td>
</tr>
</tbody>
</table>
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 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:

<table>
<thead>
<tr>
<th>Prior</th>
<th>During</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review content of QCT’s Evidence Guide for Supervising Teachers</td>
<td>Manage teaching and learning opportunities</td>
<td>Ensure final report is written and signed on the final day Submit claim form to the SC</td>
</tr>
<tr>
<td>Discuss goals and expectations with the PST (PSTs are expected to send their goals prior to placement)</td>
<td>Model effective teaching and learning strategies, principles and reflection</td>
<td></td>
</tr>
<tr>
<td>Ensure familiarity with the progression table to ensure the PST is provided with adequate opportunities as per the progression</td>
<td>Meet daily with the PST</td>
<td></td>
</tr>
<tr>
<td>Provide relevant background on learners and the learning environment</td>
<td>Check lesson plans 24 hours prior to delivery and provide feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide regular written and oral feedback to the PST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liaise with University Partner (UP) and Site Coordinator (SC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure interim report is completed and discuss areas of strength and areas for continued development with the PST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advise the UP and the SC immediately of any concerns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instigate a Student Action Plan if this is deemed necessary</td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Prior</th>
<th>During</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a minimum GPA of 4.0</td>
<td>Maintain regular contact with UPT</td>
<td>Thank SC, ST and learners for hosting you during your placement</td>
</tr>
<tr>
<td>Notify PEO of any conflicts of interest</td>
<td>Ensure Blue Card &amp; QUT ID card is with you at all times</td>
<td>Thank the members of the UPT that provided support</td>
</tr>
<tr>
<td>Ensure Blue Card is valid and registered with QUT (through HiQ)</td>
<td>Conduct observations, planning, teaching and assessing as per the progression table for the unit</td>
<td>Ensure you leave with a signed, completed copy of your final PEx report</td>
</tr>
<tr>
<td>Attend PEx briefing sessions as part of your PEx unit</td>
<td>Provide ST with copies of lesson plans and resources at least 24 hours prior</td>
<td>Ensure you upload your final PEx report to your PEx units’ Blackboard site, following appropriate naming conventions</td>
</tr>
<tr>
<td>Set at least 2 goals for the placement</td>
<td>Engage in professional learning conversations and zoom catch-ups with UPT (UT) during placement</td>
<td>Ensure you have returned all equipment, resources and other property to your host site</td>
</tr>
<tr>
<td>Contact Site Coordinator (SC) and University Partner Team (UPT) and sent through contact details and goals</td>
<td>Maintain Professional Practice Folder and ensure it is available at all times (see Appendix G)</td>
<td>Reflect on your goals and learning</td>
</tr>
<tr>
<td>Complete a lead-in day at the site</td>
<td>Advise UPT immediately if there are any concerns</td>
<td></td>
</tr>
<tr>
<td>Organise work/childcare/other commitments to ensure attendance for the full days including before or after school meetings whilst on PEx</td>
<td>Apply feedback from ST and interim report</td>
<td></td>
</tr>
</tbody>
</table>
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 HiQ at QUT prior to any placement being undertaken.

Pre-service teachers undertaking a Professional Experience placement internationally must be in possession of a valid Blue Card that is registered with QUT as well as any other requirements for working with children as necessitated by the placement site.

Pre-service teachers must apply for or register an existing Blue Card with QUT at least 10 weeks prior to the commencement of the Professional Experience placement. If the Blue Card application or renewal is not submitted 10 weeks prior to the start of placement, a placement will not be sourced, and the pre-service teacher must withdraw from the unit. Blue cards are valid for 3 years.

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 commencing their final Professional Experience. All pre-service teachers are strongly encouraged to follow the Faculty of 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.
**Relevant Disclosures**

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.

Listed below are situations where pre-service teachers must disclose information:

- **An increased risk to themselves or others**  
  If a pre-service teacher has a condition that may increase the risk of injury to themselves or others, for example, having an active communicable disease.

- **A condition that will require adjustments to tasks**  
  If a pre-service teacher requires adjustments to tasks such as working with animals or children or chemicals; or avoiding physically demanding work or manual handling, for example, due to a disability, injury, health condition or pregnancy

- **Religious/cultural requirements**  
  If a pre-service teacher has specific religious or cultural requirements which may interfere with safe use of equipment or day-to-day Professional Experience, for example, clothing or regular cultural practices.

If a pre-service teacher believes that 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 Professional Experience 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, casual teacher of music, drama, sports, etc.).

Potential conflicts of interest must be declared in writing to the PEO 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 Requirements

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
- Annual flu vaccine
- Measles, mumps, rubella
- 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.

Specific industry partners may require certificates to be cited 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 will 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 University Partner Team. 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 University Partner Team 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.

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.
- Negotiate make-up days with the Supervising Teacher and/or the Site Coordinator to be completed as soon as possible 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) of any days missed and make-up day/s arrangements.

Absences of more than 5 days will mean a discontinuation of the placement and withdrawal from the Professional Experience unit.

**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. The University Partner Team 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. UPT contact details will be made available prior to pre-service teachers’ Professional Experience placement via InPlace. Ongoing communications with the University Partner team 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, a member of the UPT Placement Support Team will be engaged to provide support and advice. Once identified or requested, the UPT’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 a member of the UPT, 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 UPT or Student Support Manager. They may also contact QUT’s Equity team who will advise on procedures available. More information is available at Information about 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 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, the UPT and the Unit Coordinator immediately, and then
- Contact Student Support for course progression advice.

Placements may be discontinued by QUT if a pre-service teacher breaches the QUT Student Code of Conduct.

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 (refer to MOPP E/3.3 Preparedness for Professional Experience). 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 University Partner Team (Unit Tutor) who will recommend a course of action.

The University’s Counselling Service provides a professional, confidential and free counselling service to pre-service teachers. Professional Experience can become a stressful time for a number of reasons. Making those times less stressful is a major goal of the counselling staff at QUT.

For more information contact
- QUT Counselling Services
- QUT Equity Services or
- QUT medical services and health clinics

If pre-service teachers are experiencing financial hardship during Professional Experience, they may be able to access some financial assistance. For more information, visit:
- Financial help and support web page
- Equity Work Integrated Learning (WIL) Bursaries

QUT has produced a 5-episode DVD titled Bridge to Professional Experience that supports culturally and linguistically diverse pre-service teachers in relation to Professional Experience in schools.
- The Bridge to Professional Experience videos and transcripts.

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 their unit’s Blackboard site immediately upon completing their Professional Experience placement. Pre-service teachers should reflect on their final report and set goals and actions to improve practice.
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](#)
An introductory level means the pre-service teacher has had little or no exposure to the standards in a classroom/early childhood setting. At an introductory level, the standards identified in the report should be demonstrated at a beginning level.

A developing level means the pre-service teacher has had some exposure to the practical application of the standards in a classroom/early childhood setting during previous Professional Experience placements. At a developing level, the standards identified in the report should have improved from a beginning level and should demonstrate an increased ability to successfully implement the standards.

A consolidating level acknowledges the pre-service teacher has had a variety of Professional Experience placements. At a consolidating level, therefore the pre-service teacher should be able to draw on their knowledge and understanding of the standards and show evidence of implementing them.

A graduate level should be attained in the pre-service teacher’s final Professional Experience placement. The only report where the Australian Professional Standards are assessed at the graduate level is in the Queensland Professional Experience Reporting Framework Final Professional Experience Recommendations that is common across all Queensland Higher Education Institutions. The graduate level for all descriptors in the report must be achieved for the pre-service teacher to be successful.

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 required to send a copy of the report to the UPT (unit tutor) immediately upon receiving the report at the halfway point of the placement.

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 UPT should also be contacted at this stage if this has not already been done and a member of the placement support team 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. 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 UPT (placement support). An end 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 PEO (peo@qut.edu.au) as soon as the process has been initiated.

Prior to the review date to determine progress, the pre-service teacher completes the final column of the Student Action Plan (Review and Reflection) stating how he/she believes each identified Area for Development has been addressed. During the review meeting, the Supervising Teacher will determine if the pre-service teacher has shown satisfactory improvement in the identified area/s.

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 will receive a failing grade for the placement.

The UPT must be informed when a Student Action Plan is implemented. The team in the PEO will upload this document to the placement record and alert the UPT and PEx Coordinator who 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 the unit’s Blackboard site.

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.

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
Professional Experience 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 completed final report must be submitted on Blackboard, and additional copies kept by the site and pre-service teacher.

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**

All pre-service teachers studying Early Childhood (ED39 or EU30) and Primary (ED49 or EU40) are required to study a primary specialisation. The primary specialisations that QUT offers are
- 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.

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;
• satisfactory results for all previous Professional Experiences;
• possession of a current Blue Card; 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 20-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 Faculty of 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 of pre-service teachers is $4.21 per hour per pre-service teacher with a maximum of five hours per day able to be claimed. All claims must be made to QUT within the calendar year of supervision.

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 $1.44 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 claim form
- 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 the Faculty of Education who are responsible for liaising with sites during Professional Experience placements. This person is the site's main point of contact with the University during the placement period. The University Partner Team supports the pre-service teacher, Supervising Teacher and Site Coordinator. The role is one of mentoring, support and partnership not one of assessment and supervision.