



# PROFESSIONAL EXPERIENCE HANDBOOK

## Preservice Teachers

Faculty of Creative Industries, Education and Social Justice  
Queensland University of Technology (QUT)  
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## CONTENTS

Professional Experience – Overview .....	4
Professional Experience – Standards For Teachers .....	4
Before Commencing Placement – Essential Requirements.....	6
Placement Course Overview .....	8
Bachelor Of Education – Early Childhood.....	8
Bachelor Of Education - Primary And Secondary.....	9
Master Of Teaching.....	10
Placement Processes + Dates + Details .....	11
Communication .....	12
Site Allocation Process.....	12
Suitability For Professional Experience .....	13
Suitability To Study – Professional Experience Units .....	<b>Error! Bookmark not defined.</b>
Conflicts Of Interest – Site Placements .....	14
Financial Support For Students On Placements .....	14
Support And Wellbeing.....	15
Attendance – Absences – Student Free Days .....	15
Daily Feedback And The Interim Report.....	17
Preservice Teachers At Risk.....	18
Discontinuation Of The Placement .....	19
The Final Report .....	20
Permission To Teach.....	21
Preservice Teachers – Roles And Responsibilities .....	23
During – Prior – Post Placement.....	23
Codes Of Conduct + Workplace Health & Safety.....	25
Workplace Health And Safety .....	25
Discrimination.....	25
Duty Of Care.....	25
Confidentiality.....	26
Student Disclosure .....	26

Relationships With Learners ..... 27

Code Of Conduct ..... 27

Appendix Section ..... 28

(1) Working With Children ..... 28

(2) Disclosure Requirements ..... 28

(3) Inherent Requirements ..... 29

(4) Mast ..... 29

(5) Vaccinations – Early Childhood ..... 30

(6) Mandatory Child Safety Training – Early Childhood ..... 30

(7) Other Pex Related Role And Responsibility Statements ..... 30

Academic Lead (Professional Experience) ..... 31

Student Support Manager ..... 31

Professional Experience Coordinator ..... 31

Partnership Officers ..... 32

University Partner Team (UPT) ..... 33

Site Coordinator ..... 34

Supervising Teacher ..... 35

Glossary Of Terms ..... 36

## PROFESSIONAL EXPERIENCE – OVERVIEW

Professional Experience (PEX) is the central component of all QUT Initial Teacher Education (ITE) programs. Importantly, at QUT, PEX is positioned within the [Work Integrated Learning \(WIL\) Australian Government, Tertiary Education Quality and Standards Agency \(TEQSA\)](#) framework and the [Work Integrated Learning policy](#).

QUT, together with the Queensland College of Teachers (QCT), Australian Children's Education and Care Quality Authority (ACECQA), and schooling system/early childhood sectors are committed to ensuring that we develop teaching graduates who are of the highest standard. PEX 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 and secondary schools. These sites extend well beyond Brisbane and South-East Queensland to rural, remote and regional settings, interstate and internationally. **PEX is the essential link between theory and practice and prepares our preservice teachers for the demands of the profession.**

For every Professional Experience placement, QUT preservice teachers (PST) are allocated a Supervising Teacher/s (ST) and Site Coordinator (SC). PSTs are supported by their Unit Tutor (UT) who is part of the University Partner (UP) team. The SC is responsible for overseeing preservice teachers and their Professional Experience placement at the education site. The ST is the main point of contact and will be the major source of advice and inspiration for the PST. UTs are allocated to students by tutorial groups and are the main liaison between the University and the education site. UTs also provide support to preservice teachers, supervising teacher/s and site coordinator/s.

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 at [peo@qut.edu.au](mailto:peo@qut.edu.au).

## PROFESSIONAL EXPERIENCE – STANDARDS FOR TEACHERS

The [Australian Professional Standards for Teachers \(APST\)](#) describe the elements of effective, high-quality teaching that improves educational outcomes for students. These standards underpin all QUT initial teacher education courses. **The APST provide a framework of 7 Standards which makes explicit the professional knowledge, professional practice and professional engagement required of teachers.** Outwardly, the Standards form a public statement that describe what teachers should know and be able to do. They are interconnected, interdependent and reflect the complex role of teaching. The Standards also let you know what you should be aiming to achieve at every stage of your career so you can improve your practice both inside and outside of the classroom.

The APST also **underpin teacher registration decisions** at different career junctures.

- The 'Graduate' level of the APST is the benchmark for those completing initial teacher education programs and applying for provisional registration.
- Teachers progressing to full registration or renewing their full registration must meet the APST at the 'Proficient' level.

There are [7 Standards](#) that make up the APST.

Domains of teaching	Standards	Focus areas and descriptors
<b>Professional Knowledge</b>	<ol style="list-style-type: none"> <li>1. Know students and how they learn</li> <li>2. Know the content and how to teach it</li> </ol>	Refer to the Standard at each career stage
<b>Professional Practice</b>	<ol style="list-style-type: none"> <li>3. Plan for and implement effective teaching and learning</li> <li>4. Create and maintain supportive and safe learning environments</li> <li>5. Assess, provide feedback and report on student learning</li> </ol>	Refer to the Standard at each career stage
<b>Professional Engagement</b>	<ol style="list-style-type: none"> <li>6. Engage in professional learning</li> <li>7. Engage professionally with colleagues, parents/carers and the community</li> </ol>	Refer to the Standard at each career stage

**BEFORE COMMENCING PLACEMENT – ESSENTIAL REQUIREMENTS**

Before commencing a Professional Experience placement, **preservice teachers must read key information** pertaining to the regulations, legislation, policies, and requirements relating to placement. Students should work through this checklist immediately upon enrolling into a Professional Experience unit. Strict deadlines are enforced for all mandatory requirements.

SNAPSHOT – Regulations/Policy/Legislation/Action		Meet Criteria?
		✓ or ✗
<b>Action - Prior to enrolling in a professional experience unit</b>		
<b>1.</b>	<b>Good Academic Standing</b>	
	All preservice teachers should have a minimum GPA 4.0 to undertake a Professional Experience placement. Exemptions will only be made under exceptional circumstances.	
<b>2.</b>	<b>Inherent Requirements to Work Independently in a Safe Manner</b>	<a href="#">Appendix 1</a>
	<a href="#">Inherent requirements</a> are the essential components of a course or unit that <b>you must perform to achieve the core learning outcomes</b> of your course or unit. These apply to all QUT education courses with a Professional Experience component.	
<b>Action - Immediately upon enrolment</b>		
<b>3.</b>	<b>Working with Children Check/Blue Card (Mandatory)</b>	<a href="#">Appendix 2</a>
	All preservice 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. A valid Blue Card <b>must</b> be linked to QUT via HiQ at least 6 weeks prior to the commencement of placement.	
<b>4.</b>	<b>Complete Child Protection Training – Early Childhood (Mandatory)</b>	<a href="#">Appendix 3</a>
	Early childhood PSTs are required to complete mandatory child safety training as part of your university qualifications. Once you have completed the training module, you must upload your certificate to InPlace.	
<b>5.</b>	<b>Obtain vaccinations - Early Childhood (Strongly Recommended)</b>	<a href="#">Appendix 4</a>
	It is strongly recommended that ED39, ED34 and EU30 students are vaccinated prior to attending PEx, and obtain a certificate of proof <i>or</i> obtain a certificate of exemption for medical reasons from a GP / specialist doctor, should it be a centre requirement.	

6.	<b>Declare conditions or injuries for adjustments (Strongly Recommended)</b>	<a href="#">Appendix 5</a>
	Preservice teachers must inform <a href="#">Disability and Accessibility Services</a> if you have a condition, injury or consideration that may require adjustments or pose a risk to yourself or others during your placement.	
7.	<b>Declarations to the Professional Experience Office (Mandatory)</b>	
	Preservice teachers must advise the Professional Experience Office of: <ul style="list-style-type: none"> <li>• conflicts of interest</li> <li>• if you are reliant on public transport to get to/from placement</li> <li>• if you do not wish to be placed in a religious or private school</li> <li>• if you are on Permission to Teach</li> <li>• if you are an EQuipt, TECe or scholarship student and your status changes</li> </ul>	
<b>Action - Day 1 of placement</b>		
8.	<b>Mandatory All-Staff Training (MAST) (Mandatory)</b>	<a href="#">Appendix 7</a>
	The Department of Education has introduced <a href="#">Mandatory All Staff Training (MAST)</a> to ensure you understand your responsibilities as a preservice teacher on placement while visiting schools/centre's. <b>You are required to complete the MAST document and have it co-signed</b> by your Site Coordinator or Supervising Teacher and upload to InPlace on day 1 of your placement.	

## PLACEMENT COURSE OVERVIEW

Education courses have a range of 3 – 6 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 to be accredited as a teacher; therefore, it is formally assessed.**

## PROGRAM INFORMATION – EARLY CHILDHOOD

## BACHELOR OF EDUCATION – EARLY CHILDHOOD

	Experience	Timing	Number of days of supervised PEx
Early Childhood (ED34)	1. EUB172 (Kindergarten)	Year 1 Sem 1	15
	2. EUB141 (WIL- Birth-5 years)*	Year 1 Sem 1	10
	3. EUB173 (Birth-3 years)*	Year 1 Sem 2	15
	4. EUB348 (WIL- Birth-5 years)*	Year 1 Sem 2	8
	5. EUB377 (Kindergarten)	Year 2 Sem 1	25
	6. EUB244 (WIL- Birth-5 years)*	Year 2 Sem 1	8
		<b>Total =</b>	<b>81</b>

	Experience	Timing	Number of days of supervised PEx
Early Childhood (ED39)	1. EUB172 (Kindergarten)	Year 1 Sem 2	15
	2. EUB270 (Years 1-3)	Year 2 Sem 1	20
	3. EUB370 (Prep 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. EUB470 (Prep - 3)	Year 4 Sem 1	25
	OR		
EUB470 (Kindergarten)	Year 4 Sem 1	25	
		<b>Total =</b>	<b>95</b>

**\*\*ED39 students wishing to undertake their final placement in Kindergarten must complete EUB370 for their third PEx. Students wishing to undertake their final placement in a primary school must complete EUB372 for their third PEx.**

## PROGRAM INFORMATION – PRIMARY AND SECONDARY

## BACHELOR OF EDUCATION - PRIMARY AND SECONDARY

	Experience	Timing	Number of days of supervised PEx
Primary (ED49)	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>80</b>

	Experience	Timing	Number of days of supervised PEx
Secondary (ED59)	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>		<b>80</b>

	Experience	Timing	Number of days of supervised PEx
Secondary (ID22, ID24, ID25, ID57)	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 4 Sem 1	20
	4. EUB470 (Years 7 – 12)	Year 5 Sem 1	25
	<b>Total =</b>		<b>80</b>

## PROGRAM INFORMATION – MASTER OF TEACHING

## MASTER OF TEACHING

	Experience	Timing	Number of days of supervised PEx
Early Childhood (EU30)	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
Primary (EU40)	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
Secondary (EU50)	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>

*\*\*Students undertaking Turn to Teaching (TTT) or the Accelerated Pathway to Work (APW) programs will complete a different course structure to that listed above. All students should refer to their individual study plan.*

## PLACEMENT PROCESSES + DATES + DETAILS

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

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

Follow the **QUICK LINKS** below for specific process information:

Section 1: .....	<a href="#">Communication – with Schools &amp; QUT</a>
Section 2: .....	<a href="#">Site Allocation Processes</a>
Section 3: .....	<a href="#">Suitability for Professional Experience (QUT policy)</a>
Section 4: .....	<a href="#">Suitability to Study (QUT policy)</a>
Section 5: .....	<a href="#">Conflicts of Interest (Site Placements)</a>
Section 6: .....	<a href="#">Financial Support while on Placement</a>
Section 7: .....	<a href="#">Support and Wellbeing</a>
Section 8: .....	<a href="#">Attendance / Absences / Student Free Days</a>
Section 9: .....	<a href="#">Daily Feedback &amp; Interim Placement Report</a>
Section 10: .....	<a href="#">Preservice Teachers at Risk</a>
Section 11: .....	<a href="#">Discontinuation of the Placement</a>
Section 12: .....	<a href="#">The Final Report</a>
Section 13: .....	<a href="#">Permission to Teach</a>

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## COMMUNICATION

The Professional Experience Office should be the first point of contact for all placement related enquiries (see contacts [here](#)). The Unit Tutor can assist with weekly drop-in sessions, additional support via email, phone or zoom during placement, and should be the first point of contact for all enquiries relating to the unit i.e., canvas information, content, assessment, progression table enquiries etc.

In situations where difficulties arise, or a preservice teacher has been identified as being at risk of failing Professional Experience, the preservice 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 preservice teachers are unable to communicate with the UP, they should contact the Professional Experience Coordinator or Student Support Manager via email or phone.

Two weeks prior to the commencement of placement students will be notified via InPlace of their Supervising Teacher and Site Coordinator contact details. Communication with the placement site must remain professional at all times. Preservice teachers need to discuss with their Supervising Teacher the best method to communicate with them outside of school/centre hours. Note – ***all QUT preservice teacher email communication must be done through their @connect.qut.edu.au email accounts. Preservice teachers must not use their personal email for professional communication.***

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## SITE ALLOCATION PROCESS

QUT preservice teachers will be allocated a placement by the PEO according to the home address registered on Digital Workplace/HiQ, and any offers that QUT may have received from sites. If preservice 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. Preservice teachers will be notified of placement and University Partner Team details via InPlace approximately 2 weeks before the placement commences or 2 weeks prior to school holidays if the placement starts on the first day of a new term.

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 preservice teacher's residential address as recorded in QUT Digital Workplace. Transport arrangements may necessitate travel time being greater than the amount of time a preservice teacher spends commuting to university. Preservice teachers are required to be proactive in searching and securing transportation for travelling to and from Professional Experience.

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## SUITABILITY FOR PROFESSIONAL EXPERIENCE

### **Dress Standards:**

Preservice 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 preservice teachers are advised to contact the Site Coordinator to confirm their specific requirements prior to attending.

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. Preservice teachers are expected to meet their allocated site's requirements for the duration of their placement.

### **QUT policies**

The University is committed to supporting students to become safe and successful practitioners in the workplace through undertaking professional experience activities. In providing these activities, the University has a duty of care to all students and those they come into contact with whilst engaged in the activities, with respect to their health, safety and wellbeing.

In meeting its legislative responsibilities with respect to health, safety and unlawful discrimination, the University will make reasonable adjustments to enable participation in professional experiences; however, students may be prevented or removed from undertaking professional experiences where no reasonable adjustments can be made to counter risk to the health, safety or wellbeing of the student and/or others.

QUT's [Suitability for Professional Experience Policy](#) aims to identify concerns about a student's suitability for professional experience, particularly Work Integrated Learning (WIL) activities which form a formal and assessed component of a QUT course. This Policy aims to provide equitable avenues for students who may be unable to complete professional experience activities, including referral to manage matters under the University's Suitability to Study Policy where necessary.

The University recognises that there may be times when a student's behaviour, circumstances, or inability to meet inherent requirements may give rise to concerns about their suitability to engage with studies and/or to function more widely as a member of the University community. QUT's Suitability to Study Policy focuses on early intervention, providing coordinated support to students and staff, and providing equitable avenues for students with circumstances or behaviours of concern to suspend studies where necessary.

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## CONFLICTS OF INTEREST – SITE PLACEMENTS

Normally, a preservice teacher will not be placed at a site where there is a potential conflict of interest. Preservice 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.

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## 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 under the links below.

- [Equity Work Integrated Learning \(WIL\) Bursaries](#)
- [Equity Work Integrated Learning \(WIL\) Relocation Bursaries](#)
- [Equity Emergency Bursaries](#)
- [Indigenous Commonwealth Scholarships](#)

The Department of Education and Training (DET) offers various grants to support high achieving preservice teachers to undertake Professional Experience in a rural or remote Queensland State School. All enquiries should be directed to DET.

Read more about the [Department of Education grants here](#)

From August 2024 until further notice, the Department of Education is offering a \$5000 grant to preservice teachers undertaking their final placement in any Queensland state school. QUT allows preservice teachers to preference placement in either a state or non-state school (for the final placement only), however as the demand for state school placements is high, QUT cannot guarantee placement in any setting, and as per

placement guidelines, preservice teachers should expect to travel up to 90 minutes to and from placement.

Preservice teachers undertaking their final placement in Semester 1 and 2 can preference via My Details on InPlace. Please refer to communications from the Professional Experience Office for preference deadlines.

Read more about the [Teach Queensland Prac Placement Grant here](#)

The Australian Government has established a new Commonwealth Prac Payment (CPP) for students to help them manage the costs associated with undertaking a mandatory placement (also known as a practicum) as part of a higher education course in teaching, nursing and midwifery, and social work; and nursing in vocational education and training (VET) courses. More information can be found here: [Commonwealth Prac Payment - Department of Education, Australian Government](#)

Preservice Teachers will receive a notification to apply for CPP via InPlace once the placement has been confirmed by the Professional Experience Office, generally 2 weeks prior to the commencement of the placement.

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## SUPPORT AND WELLBEING

Professional Experience is a very busy time, and preservice 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 preservice teachers during placement. The first point of contact is with the Professional Experience Office and/or 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.

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

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

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## ATTENDANCE – ABSENCES – STUDENT FREE DAYS

### Attendance:

The Australian Institute for Teaching and School Leadership stipulates that preservice teachers are expected to complete professional experience full-time, five days a week to allow for consistent observation and feedback from supervising teachers, and ensures preservice teachers meet the Graduate Teacher Standards. In addition:

- Initial teacher education programs require placements to be completed in consecutive full days, aligning with the site/school's regular schedule.
- A full day is usually defined as 7.5 hours per day, excluding breaks
- This structure ensures preservice teachers experience the full rhythm of school life — including planning, teaching, staff meetings, and extracurricular activities.

The Professional Experience components of the course require 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. In the event there is a scheduling clash with your QUT timetable, or your placement falls during assessment due dates, students should identify this immediately and work with the unit coordinator to come to an agreed arrangement.

Preservice teachers on placement are required to attend the site for a full 'school/work' day. For example, if placed in a school setting, preservice teachers may be 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 preservice 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 – from Placement:

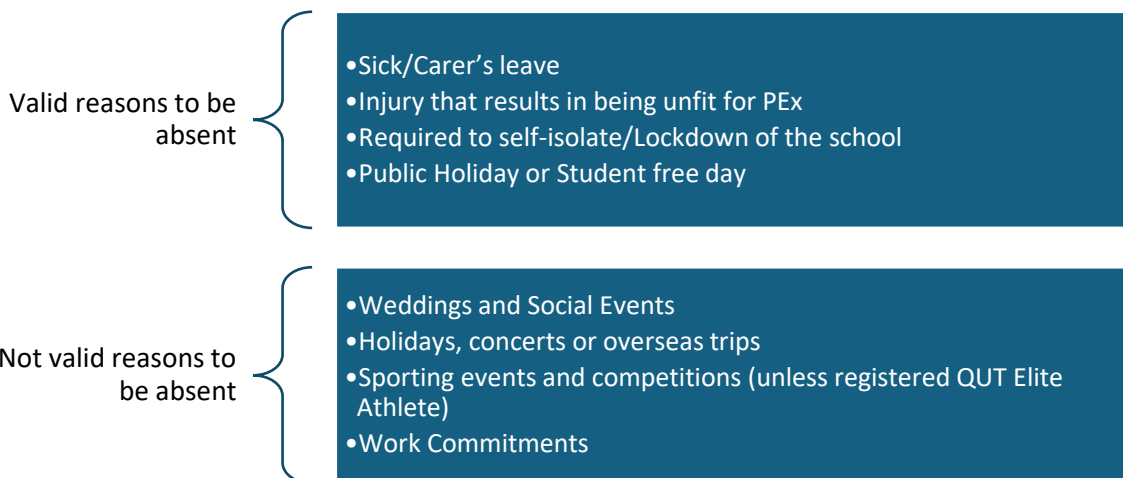
Preservice teachers must complete all the days required in each Professional Experience to meet the requirements of teacher registration as specified by the QCT. **Preservice teachers who are absent from the placement site for any reason on a scheduled day must:**

- 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. Preservice teachers should ensure they know the correct procedure for each site during induction.
- 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.
- Supply a medical certificate or supporting documentation if absent for more than three days, to the PEO ([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 workday) after the original end-date.
- Follow up on any missed meetings with the relevant personnel on return to the school/site.

Continued absences of **5 or more days** could lead to discontinuation of the placement if the school site or QUT deems that your absence has impacted your placement progression or adversely affected the teaching, learning and/or experience of others.

Professional Experience placements are bound by QUT's Suitability for Professional Experience framework. Where QUT has reasonable concerns for your ability to successfully engage in Professional Experience, as per the [Suitability for Professional Experience Policy](#), QUT may conduct a review and request supporting documentation.

The Professional Experience Calendar is released a minimum of 6 months in advance. This allows students to plan for full time attendance during placement, on the dates specified. Placement dates cannot be altered for holidays, work commitments, sporting and social events etc. **Please see below valid reasons to be absent from placement.**



Student Free Days – Policy:

From 2025 onwards, the Student Free Day will be **considered a day off for all Preservice Teachers** in relation to Placement days. This day has been considered in the dates outlined in the Professional Experience Calendar.

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**DAILY FEEDBACK and THE INTERIM REPORT**

Daily Feedback:

Written and oral feedback **should be provided by the supervising teacher** to the preservice 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. QUT encourages preservice teachers to insist on written feedback if this is not being provided.

The Interim Report:

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

The discussion of the report should provide an honest appraisal of the preservice teacher's abilities, indicating areas of strengths and weaknesses. A text response box is provided for Supervising Teacher comments. Explicit description of the preservice teacher's strengths and weaknesses, and suggestions for improvement are useful to assist in development. The discussion should also provide the preservice 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, this section should be left ungraded and a discussion should take place about opportunities to develop this skill over the coming weeks and the expected standard of performance. The preservice teacher should be given a copy of the interim report.. The preservice 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 preservice teacher is not developing adequately in accordance with the appropriate developmental level in any aspect of their performance, a Student Action Plan (SAP) 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.

All reports (both interim and final) and the Student Action Plan can be downloaded from the [PEO website](#).

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## PRESERVICE TEACHERS AT RISK

If a preservice teacher is identified as being at-risk of not satisfactorily passing the placement, or the preservice teacher receives Not Developing in any of the overall assessment sections of the interim report, a Student Action Plan (SAP) must be activated immediately. The Student Action Plan engages a developmental process and is to be used by sites to assist preservice 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 preservice 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 preservice teacher is notified on the Interim Report that they are at risk of failing the placement, then a Student Action Plan must be developed.

If a Supervising Teacher does not enact a Student Action Plan immediately in this scenario, it is the preservice teacher's responsibility to discuss this with the Supervising Teacher and Unit Tutor.

The Supervising Teacher outlines the Areas for Development and Suggested Strategies on the Student Action Plan in consultation with the preservice 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 preservice teacher to discuss progress and determine outcomes. The preservice teacher emails the Student Action Plan to the Professional Experience Office ([peo@qut.edu.au](mailto:peo@qut.edu.au)) [mailto:](mailto:peo@qut.edu.au) as soon as the process has been initiated.

During the review meeting, the Supervising Teacher will determine if the preservice teacher has shown satisfactory improvement in the identified area/s. The preservice teacher is encouraged to seek feedback and provide examples of progress. If satisfactory, the preservice teacher will continue with the Professional Experience

placement. If not satisfactory, this will be reflected in the Final Report, where the preservice teacher may receive an Unsatisfactory grade for the placement.

Professional Experience placements are bound by QUT's Suitability for Professional Experience framework. Where QUT has reasonable concerns for your ability to successfully engage in Professional Experience, as per the [Suitability for Professional Experience Policy](#), QUT may conduct a review and request supporting documentation.

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## DISCONTINUATION OF THE PLACEMENT

Placements may be discontinued by the preservice teacher, QUT, or the school/centre.

### If you choose to discontinue your placement

- Consider important census dates and how this will impact your withdrawal and overall grade for the unit, as well as your course progression. You will need to re-enroll in a future semester, and this may extend the duration of your course.
- Notify your school/site, Professional Experience Coordinator, Unit Tutor, and Unit Coordinator immediately.
- Contact CIESJ Student Support at [ciesj.support@qut.edu.au](mailto:ciesj.support@qut.edu.au) for advice on your course progression.

### If QUT discontinues your placement

QUT may discontinue a placement if you:

- are reviewed under the [Student Code of Conduct](#), [Work Integrated Learning Policy](#), [Suitability to Study Policy](#), or [Suitability for Professional Experience Policy](#).
- are deemed unprepared or unsuitable for Professional Experience by not adhering to the essential [inherent requirements](#) you must perform to achieve the core learning outcomes of your course or unit.
- Are absent from placement for more than five business days.
- fail to submit interim and final reports to InPlace by the due date.
- fail to complete and/or submit mandatory documentation, such as the MAST Training Declaration, Blue Card, Vaccinations (Early Childhood only) and pre-placement checklists.

### If the school/centre discontinues your placement

A school/centre may discontinue a placement if you:

- breach the school/centre's Code of Conduct or other site-specific policies. This could be related to professionalism, conduct, being late to school, class or meetings, or inappropriate dress.
- do not meet academic performance, including failure to submit lesson plans 24 hours in advance.
- pose a risk to the health, safety and/or wellbeing of yourself and/or others.
- adversely affect the teaching, learning and/or experience of others.
- adversely affect the day-to-day activities of the professional experience provider, including its staff, clients or others with whom the preservice teacher comes into contact.

If a placement is discontinued for any of the reasons stated above, the preservice teacher will be advised not to return to the school/centre and the Professional Experience placement will be deemed Unsatisfactory. Further disciplinary action may follow. Note that all schools/centre's reserve the right to discontinue a placement without notice and without prior consultation with QUT.

Schools/centre's may discontinue placements due to internal issues beyond your control, for example your Supervising Teacher leaves or becomes unwell. In this case, QUT will try to arrange a new placement, however:

- you may need to repeat the placement in full.
- a new placement might not be available until the next unit offering.

Following a discontinuation of placement, you should:

- contact your Unit Tutor and/or Unit Coordinator. If final placement, contact QTPA Unit Coordinator.
- contact CIESJ Student Support for advice on Course Progression

Students are unable to appeal directly to the school/centre if your placement is discontinued, however if you're unsatisfied with outcome of your placement grade, you can request a formal review, and you can also appeal the outcome of the review: [Reviews and appeals](#).

If you believe you should not be liable for the costs or academic penalties due to special circumstances, you can submit a 'withdraw without penalty' request if you meet the criteria: [Withdraw from units without penalty](#).

### **Mandatory Meeting Requirement**

If your placement is discontinued due to professionalism or conduct issues, or an unsatisfactory final report, you must attend a mandatory meeting with the Academic Lead – Professional Experience and the Professional Experience Coordinator prior to undertaking your next placement. Failure to attend this meeting may result in consideration of your suitability for future placements.

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## THE FINAL REPORT

The final Professional Experience Report should be completed by the Supervising Teacher and preservice teacher on the last day of the Professional Experience placement. **Preservice teachers must discuss their final report with their Supervising Teacher and Site Coordinator and sign the report.** The preservice teacher is responsible for uploading the final signed report to InPlace immediately upon completing their Professional Experience placement. Preservice teachers should reflect on their final report and set goals and actions to improve practice. One copy of the report is kept at the site and another provided to the preservice teacher. It is the preservice teacher's responsibility to upload the final report to InPlace.

In the final report, the Supervising Teacher will assess the preservice 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 preservice 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 preservice teacher's 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, preservice teachers usually value this component most of all. The final section of the report records the results of the preservice 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 preservice teacher according to the criteria of the Professional Experience.

The completion of the required number of placement days needs to be met for a satisfactory result to be achieved. The Final Report should **not** be completed or signed before the official final day of placement. The Site Coordinator is responsible for signing off the final report for each preservice teacher, however if unavailable on the final day, a proxy can sign on their behalf.

QUT preservice teachers understand that it is their responsibility to ensure that the final report is signed and completed on the correct form. The preservice 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). Incomplete reports will be not be accepted.

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

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## PERMISSION TO TEACH

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 employing school is responsible for initiating this process.

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

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

## COMPLETING PLACEMENT AT A PERMISSION TO TEACH SCHOOL

**QUT Policy allows for a maximum of two placements to occur in the PTT school. No changes or modifications to PEx dates will be allowed.**

QUT strongly encourages hiring schools and preservice teachers to discuss and consider placement requirements prior to proceeding with Permission to Teach. Preservice teachers will be required to take leave from the PTT school should they be required to undertake placement in an alternative school. Whilst QUT is committed to supporting our preservice teachers and partner schools through Permission to Teach opportunities, preservice teachers are bound by QUT policy and must adhere to course requirements to obtain teacher registration.

The PEO must be notified by the preservice teacher of the intention to undertake PTT, through submission of the [QUT PTT application](#), no later than 6 weeks prior to the commencement of the placement. The Professional Experience Office reserves the right to deny placement requests in the PTT school if submitted after this deadline.

Note that preservice teachers undertaking a Bachelor of Education or Master of Teaching (Early Childhood or Primary) must complete placements in a primary school in years prep to 6 (ages 5 to 12). Preservice teachers undertaking a Bachelor of Education or Master of Teaching (Secondary) must complete placements in a Secondary school in years 7 to 12 (ages 13 to 18).

### **An application for PTT is required where an employing authority or school:**

- has a vacant teaching position, is unable to find an appropriate registered teacher for the position, and wants to employ in the position a person who is not eligible for registration as a teacher
- considers that the person has the knowledge, qualifications, skills or training relevant to the vacant teaching position
- wants to engage the person for the delivery and/or assessment of student participation in an educational program which is either based on the national curriculum developed and administered by the Australian Curriculum, Assessment and Reporting Authority or is a syllabus developed, revised or purchased for a senior subject or P-10 subjects by the Queensland Curriculum and Assessment Authority.

### **Applying for PTT:**

For a person to apply for PTT, the employing authority or school must make an online declaration to the QCT about the position. The declaration must include the name and contact details of the person they want to employ. Once an employer declaration is received the QCT will contact the nominated person by email with log in details and instructions on how to submit a PTT application online. Further information via email, including a checklist of documents and confirmation page will be sent when the application is submitted.

### Summary of application process

- Click on the hyperlink above which will take you to the Quick Links ‘forms’
- Non-state school principal or authorised signatory in the Department of Education and Training submits an online employer declaration via the PTT tab on their school or organisation’s myQCT account
- QCT emails the nominated person with information on how to submit a PTT application online
- Applicant submits PTT application
- QCT notifies school or employing authority of submission
- QCT notifies applicant of required documents and submission procedures
- Student notifies QUT of intention to undertake PTT through submission of the [QUT PTT application](#)
- PEO provides letter of acknowledgement to student as part of supporting documentation to QCT
- Applicant or school/employing authority pays PTT application fee
- QCT commences assessment of eligibility for PTT once fees are paid and completed forms and documents have been received
- If approved, the applicant and employing authority and/or school will be notified by email and a PTT approval notice and certificate will be emailed to the applicant

## PRESERVICE TEACHERS – ROLES AND RESPONSIBILITIES

### DURING – PRIOR – POST PLACEMENT

Professional experience is the component of an initial teacher education program in which pre-service teachers develop and demonstrate their skills in the classroom. Its purpose is to provide structured opportunities for pre-service teachers to consider and undertake in practice the work of teaching; to relate the practice to knowledge and understanding they are developing in their program; and to demonstrate a positive impact on student learning. **It is above all else a period of workplace-based learning.** This means strengthening your skills related to professional knowledge, professional practice and professional engagement.

During a Professional Experience placement, **a preservice teacher MUST, at all times, work under the supervision of a Supervising Teacher, other staff at the site, and the Site Coordinator.** A preservice 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 preservice teachers will conduct themselves in a professional and courteous manner and comply with the [QUT Student Code of Conduct](#). The preservice teacher will adhere to the following responsibilities:

## Prior

- Notify PEO of any conflicts of interest &/or if travelling on public transport
- Ensure Blue Card is valid and registered with QUT (through HiQ) at least 6 weeks prior to commencement of PEx
- Meet all vaccination requirements for your PEx (Early Childhood only) at least 6 weeks prior to commencement of PEx
- Attend PEx briefing sessions with UT as part of your PEx unit
- Set at least 2 goals for the placement and upload goals to InPlace
- Contact Site Coordinator (SC) and University Tutor (UT) and send through contact details and goals
- Organise work/childcare/other commitments to ensure attendance for the full days including before or after school meetings whilst on PEx

## During

- Maintain regular contact with UT & engage in professional learning conversations and zoom catch-ups with UT during placement
- Conduct observations, planning, teaching and assessing as per the progression table for the unit
- Provide ST with copies of lesson plans and resources at least 24 hours in advance
- Maintain Professional Practice Folder and ensure it is available at all times (see Appendix G)
- Advise UT immediately if there are any concerns
- Seek written and verbal feedback from ST and apply to planning and lessons.
- Upload Interim Report to InPlace on due date. Seek a Student Action Plan (SAP) if not meeting APSTs at any stage during placement

## Post

- Thank SC, ST and learners for hosting you during your placement
- Thank the UT that provided support
- Ensure you leave with a signed, completed copy of your final PEx report
- Ensure you upload your final PEx report to your PEx units' InPlace, following appropriate naming conventions
- Ensure you have returned all equipment, resources and other property to your host site
- Reflect on your goals and learning
- Attend any required meetings with Unit Coordinator, Academic Leads and/or Professional Experience Coordinator

## CODES OF CONDUCT + WORKPLACE HEALTH & SAFETY

Preservice 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). Preservice 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 or full-time work or personal commitments during Professional Experience placement.

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### WORKPLACE HEALTH AND SAFETY

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

All preservice 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 preservice 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.

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### DISCRIMINATION

If preservice 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](#).

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### 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 preservice teacher it might be expected that both the preservice teacher and the Supervising Teacher could be held responsible, especially if such harm had been reasonably foreseeable by either party.

**Note: a Supervising Teacher should be present in the classroom at all times, and a preservice teacher must not be left alone or solely responsible for any learners. Preservice teachers should take particular care where learners work with potentially hazardous materials. Preservice teachers should immediately report incidents to the Professional Experience Coordinator if left alone with learners or children or are requested to teach without supervision.**

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## CONFIDENTIALITY

Schools and Early Childhood Centres deal with confidential information about learners and their families. Preservice 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](#).

Preservice 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. Preservice 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, preservice 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 preservice 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](#). Preservice teachers must at all times act ethically, respect learners and comply with specific site and context policies and guidelines.

**PSTs should not take mobile phones into the classroom unless given prior permission by the Supervising Teacher.**

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## STUDENT DISCLOSURE

A situation may arise where a learner at the host site discloses, to the preservice 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. Preservice teachers must ensure they know and understand this information and report any incident to the Site Coordinator immediately.

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## RELATIONSHIPS WITH LEARNERS

It is never appropriate for a preservice 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). 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](#).

Preservice teachers found breaching this policy may be reported to Child Safety and/or the Police and may be discontinued from the placement. Serious breaches of this policy may also lead to a recommendation for Major Misconduct.

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## 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. The [Child Protection Act 1999](#) requires teachers, referred to as 'mandatory reporters', to make a report to Child Safety if they form a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse. As a preservice teacher, you also are required as a mandatory reporter to report any Child Safety claims to your Supervising Teacher and Site Coordinator in the first instance. You can also escalate to [Child Safety](#) or the Police.

If at any time a preservice teacher is reported or suspected of causing harm to students, or behaving inappropriately whilst on placement, the Principal and QUT will conduct appropriate investigations and if required, commence mandatory reporting procedures. In some cases, this may also be reported to the Police.

It is expected that at all times during placement QUT preservice 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 preservice 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](#)

## APPENDIX SECTION

### (1) WORKING WITH CHILDREN

All preservice 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. This card must be linked to QUT via HiQ before undergoing placement. Preservice 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, preservice 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 4 weeks prior to any placement being undertaken.

Preservice 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.

QUT preservice 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.

### (2) DISCLOSURE REQUIREMENTS

Preservice teachers must inform [Disability and Accessibility Services](#) if you have a condition or consideration (eg. pregnancy) that may pose a risk to yourself or others during your placement.

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

Before commencing a Professional Experience placement, it is also important that preservice teachers read information pertaining to regulations, legislation and policies particular to their setting. These include:

- [Education and Care Services National Law Act 2010](#)
- [National Quality Standards](#)
- [Code of Ethics for Teachers in Queensland](#)

- [Australian Professional Standards for Teachers](#)
- [Early Childhood Australia Code of Ethics](#)
- [Professional Boundaries: A Guide for Queensland Teachers](#)
- [Restrictive practices procedure](#)

### (3) INHERENT REQUIREMENTS

Inherent requirements are the essential components of a course or unit that **you must perform to achieve the core learning outcomes** of your course or unit. These apply to all QUT education courses with Professional Experience. Therefore, although, where possible, reasonable adjustments may be made to support pre-service teachers with a disability or health condition, there is an underlying requirement for all pre-service teachers and graduates to be able to work independently in a safe manner and deliver appropriate care for all school pre-service teachers.

The following inherent requirements combine in the delivery of effective teaching practice. Therefore, they should not be read separately but in combination with each other and realised through the totality of professional practice. **You are required to review the [inherent requirements](#)** to make sure that this university course and professional placement is right for you.

### (4) MAST

MAST = Mandatory All-Staff Training program

Are you enrolled and studying at a higher education institution in a university or vocational education program? Then you're classed as a preservice teacher or other adult student on placement. A preservice teacher or other adult student on placement is anyone undertaking a course of study who needs to complete a professional experience, practical or clinical placement to meet the requirements of their degree, award program or award qualification.

#### **Here's what you need to do:**

1. Read the [MAST guide](#).
2. Complete the Declaration section, which you'll find on the last page. Don't forget to fill out the relevant section of the Record of Completion form.
3. The supervisor, manager or principal at the location you're visiting will verify your declaration and complete the other section of the Record of Completion form. (If you've visiting a school, they'll also stamp it.)
4. Visit your InPlace Dashboard and upload declaration to InPlace. This must be completed on your first day of placement.
5. Once your Record of Completion form is complete, you can use it to visit our schools and offices for 12 months. Simply show the form and then write your details in the Attendance register provided by the supervisor, manager or principal.

## (5) VACCINATIONS – EARLY CHILDHOOD

Staff and PST working in early childhood education/care services can be exposed to vaccine preventable diseases through contact with infectious children and their blood/body substances. Vaccination helps to protect staff, their families and the children they care for. In response to some industry partner requirements, ED39, ED34 and EU30 students are **strongly recommended** to obtain proof of the following vaccinations **prior to PEx** OR an exemption certificate for medical reasons from a GP/specialist.

- Whooping cough [Pertussis – as dTpa]
- Hepatitis A
- Influenza
- Measles, mumps, rubella (MMR – if non-immune)
- Chickenpox (Varicella – if non-immune)

Instructions for uploading vaccination certificate:

[https://cms.qut.edu.au/\\_data/assets/pdf\\_file/0006/1391586/How-to-upload-vaccination-documents-to-InPlace.pdf](https://cms.qut.edu.au/_data/assets/pdf_file/0006/1391586/How-to-upload-vaccination-documents-to-InPlace.pdf)

**Note, some centres may 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 completion prior to a placement commencing. It is the responsibility of each student to ensure this is done prior to attending PEx or you may risk not being allowed to commence.

## (6) MANDATORY CHILD SAFETY TRAINING – EARLY CHILDHOOD

Preservice early childhood students are required to complete mandatory child safety training as part of their university qualifications, via a national training package. This training, which will be free for both EC staff and PST, will cover recognising and responding to child safety concerns and embedding child-safe practices.

**Preservice teachers' placements will not be confirmed** until the child safety training module has been completed *and* the certificate of completion is uploaded to InPlace. Failure to do so will result in the withdrawal of the Professional Experience placement offer which may impact on results and overall course progression.

## (7) OTHER PEX RELATED ROLE AND RESPONSIBILITY STATEMENTS

For every Professional Experience placement, QUT preservice teachers (PST) are allocated a Supervising Teacher/s (ST) and Site Coordinator (SC). PSTs are supported by their Unit Tutor (UT) who is part of the University Partner (UP) team. The SC is responsible for overseeing preservice teachers and their Professional Experience placement at the education site. The ST is the main point of contact and will be the major source of advice and inspiration for the PST. UTs are allocated to students by tutorial groups and are the main liaison between the University and the

education site. UTs also provide support to preservice teachers, supervising teacher/s and site coordinator/s.

#### ACADEMIC LEAD (PROFESSIONAL EXPERIENCE)

The Academic Lead role (Professional Experience) provides strategic leadership on all aspects of Professional Experience within the Faculty in the QUT School of Education. Leadership extends beyond the Faculty with the Academic Lead (Professional Experience) being responsible for consolidating, developing and maintaining meaningful partnerships with fellow academics, professional staff, schools and early childhood centres and professional bodies.

#### STUDENT SUPPORT MANAGER

The Student Support Manager leads CIESJ's Specialist Student Support teams. The teams include Professional Experience, Student Support, Work Integrated Learning, and Accreditation and Governance.

#### PROFESSIONAL EXPERIENCE COORDINATOR

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

PARTNERSHIP OFFICERS

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

### Prior

- Liaise with partners to source placements for pre-service teachers (PST)
- Inform PSTs of their placement details at least 2 weeks prior to the commencement of placement
- Send all documentation and information to sites, including information specific to each unit, links to progression tables, reports and payment information for supervising teachers
- Build and maintain meaningful partnerships with sites
- Ensure students have a valid Blue Card and meet all mandatory vaccination requirements

### During

- Send reminders to PSTs and sites
- Maintain placement information on InPlace including days absent, amendments to end date
- Store information on InPlace and QRecords as required
- Manage enquiries from PSTs and Sites
- Escalate any enquiries regarding additional support for PSTs to Professional Experience Coordinator and Unit Tutor

### Post

- Manage InPlace placement data
- Assist students and University with collating final reports and inputting PEx data.
- Manage Supervising Teacher and Site Coordinator payment claims

## UNIVERSITY PARTNER TEAM (UPT)

Each preservice 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 Preservice Teacher, the Supervising Teacher and the Site Coordinator during Professional Experience placements. The UPT builds partnerships with the Faculty’s partners and guides both Preservice Teachers and Supervising Teachers during the placement. General placement support is provided to each preservice teacher by their Unit Tutor (UT). If a student is identified as being at risk, they will be referred to a University Partner (UP) by the PEO for intensive placement support. The two roles are described below.

### Unit Tutor (UT) General Support

- Liaise with and advise, preservice teachers by:
- Maintaining regular contact via weekly zoom session and ongoing emails (where necessary)
- Discuss and revise goals and expectations of the placement that were set in class during the zoom sessions
- Review interim reports and follow up on any concerns identifying PSTs who are at risk or require support
- Follow up with Supervising Teachers and Site Coordinators by phone/email
- Refer PSTs identified as at risk or requiring support to PEO for UP support
- Disseminate information related to professional experience to preservice teachers, site coordinators, and supervising teachers as needed.

### University Partner (UP) Intensive Support

- Engage with and support preservice teachers with escalated placement issues
- Follow up on at risk preservice teachers and ensure Student Action Plans are in place, and milestones are being reached
- Visit schools in urgent and emergency situations
- Assist with building and sustaining key partnerships with Education sites who host QUT Pre-Service teachers.
- Conduct site visits (where necessary) and provide detailed summary of support visit to PEx leads/PEX Coordinator.

## 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 preservice 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:

### Prior

- Liaise with Partnership Officers to secure placements
- Ensure all Supervising Teachers (STs) are suitably qualified and experienced
- Ensure all STs have accessed the QCT Evidence Guide for Supervising Teachers & the PEO Website
- Organise an induction/orientation for PSTs
- Distribute all information and documentation from QUT to Supervising Teachers
- Assign a suitable workspace for the PST
- Liaise with PST regarding placement preparation, put in touch with Supervising Teacher, discuss arrival time on first day etc

### During

- Conduct induction/ orientation on day 1 of PEX
- Maintain regular contact with PST and ST
- Liaise with PST and ST regarding goals and expectations
- Liaise with Unit Tutor (UT) and continue to build partnership with QUT
- Ensure interim report is completed and signed on due date
- Advise UT/PEO immediately of any concerns
- Support STs in the evaluation process
- Conduct professional learning sessions for PSTs
- Observe lessons (if able) and provide feedback to at risk PSTS

### Post

- Ensure final report is signed and given to PST on final day of placement
- Nominate proxy if unable to sign on final day
- Attend meeting with PST and ST if PST is deemed Unsatisfactory on final report
- Continue to build partnership with QUT and support PSTs

## SUPERVISING TEACHER

Supervising Teachers play a significant role in the development of preservice teachers. They have the day-to-day responsibility for the supervision and assessment of preservice 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 preservice 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. Preservice teachers should not be left unsupervised with a class or group. The Supervising Teacher will:

Prior	During	Post
<ul style="list-style-type: none"> <li>• Review content of QCT's Evidence Guide for Supervising Teachers</li> <li>• Discuss goals and expectations with the PST (PSTs are expected to send their goals prior to placement)</li> <li>• Ensure familiarity with the progression table for the PSTs PEx unit to ensure the PST is provided with adequate opportunities as per the progression</li> <li>• Provide relevant background on learners and the learning environment</li> <li>• Liaise with PST prior to placement to discuss expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Manage teaching and learning opportunities</li> <li>• Model effective teaching and learning strategies, principals and reflection</li> <li>• Meet daily with the PST and check lesson plans 24 hours prior to delivery and provide feedback</li> <li>• Provide regular written and oral feedback to PST</li> <li>• Liaise with Unit Tutor (UT) and Site Coordinator</li> <li>• Ensure Interim Report is completed and discuss with PST areas of strength and areas for continued development</li> <li>• Advise the UT and SC immediately of any concerns</li> <li>• Initiate a Student Action Plan if PST at risk or receives ND's on Interim Report</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure final report is completed in full and signed by all Supervising Teachers and the Site Coordinator (or their delegate) on the final day</li> <li>• Attend meeting with PST and SC if PST is deemed Unsatisfactory on Final Report</li> <li>• Submit Supervising Teacher Payment Claim to <a href="mailto:pex.claims@qut.edu.au">pex.claims@qut.edu.au</a></li> </ul>

## GLOSSARY OF TERMS

### AT-RISK

Preservice teachers are deemed to be 'at risk' when they are not meeting the expectations of the Professional Experience. The process ensures that the preservice teacher, Supervising Teacher, Site Coordinator and University Partner Team are all fully aware of the problems the preservice teacher is experiencing and are clear on the steps the preservice 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 preservice 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 preservice teacher and an action plan for continued improvement developed. The purpose of the interim report is to provide the preservice teacher with written feedback and guidance.

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#### LANTITE

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

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#### 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.

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#### 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.

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#### 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, preservice teachers, and academic staff prior to the commencement of a placement.

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#### PTT

Refers to Permission to Teach, a term for preservice teachers who gain pre-registration with the Queensland College of Teachers. It allows the preservice teacher to teach in schools prior to completion of the course and prior to becoming a registered beginning teacher.

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#### PRESERVICE TEACHER

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

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#### 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.

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#### PROGRESSION TABLES

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

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#### 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.

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#### SITE

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

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### SITE COORDINATOR

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

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### STUDENT ACTION PLAN

Refers to the developmental process for use by sites with preservice 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 preservice teacher who is deemed to be at risk.

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### SUPERVISING TEACHER

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

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### TTT

Refers to Turn To Teaching, an internship program run by the Department of Education. It is an accelerated course for Master of Teaching preservice teachers. The PST spends their second year of study teaching and undertaking their internship within their school of employment.

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### QUALITY TEACHING PERFORMANCE ASSESSMENT (QTPA)

Refers to the final year capstone assessment task that requires preservice 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.

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### 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 preservice teacher, Supervising Teacher and Site Coordinator if the student is at risk. Staff in these roles provide mentoring and support not assessment and supervision.