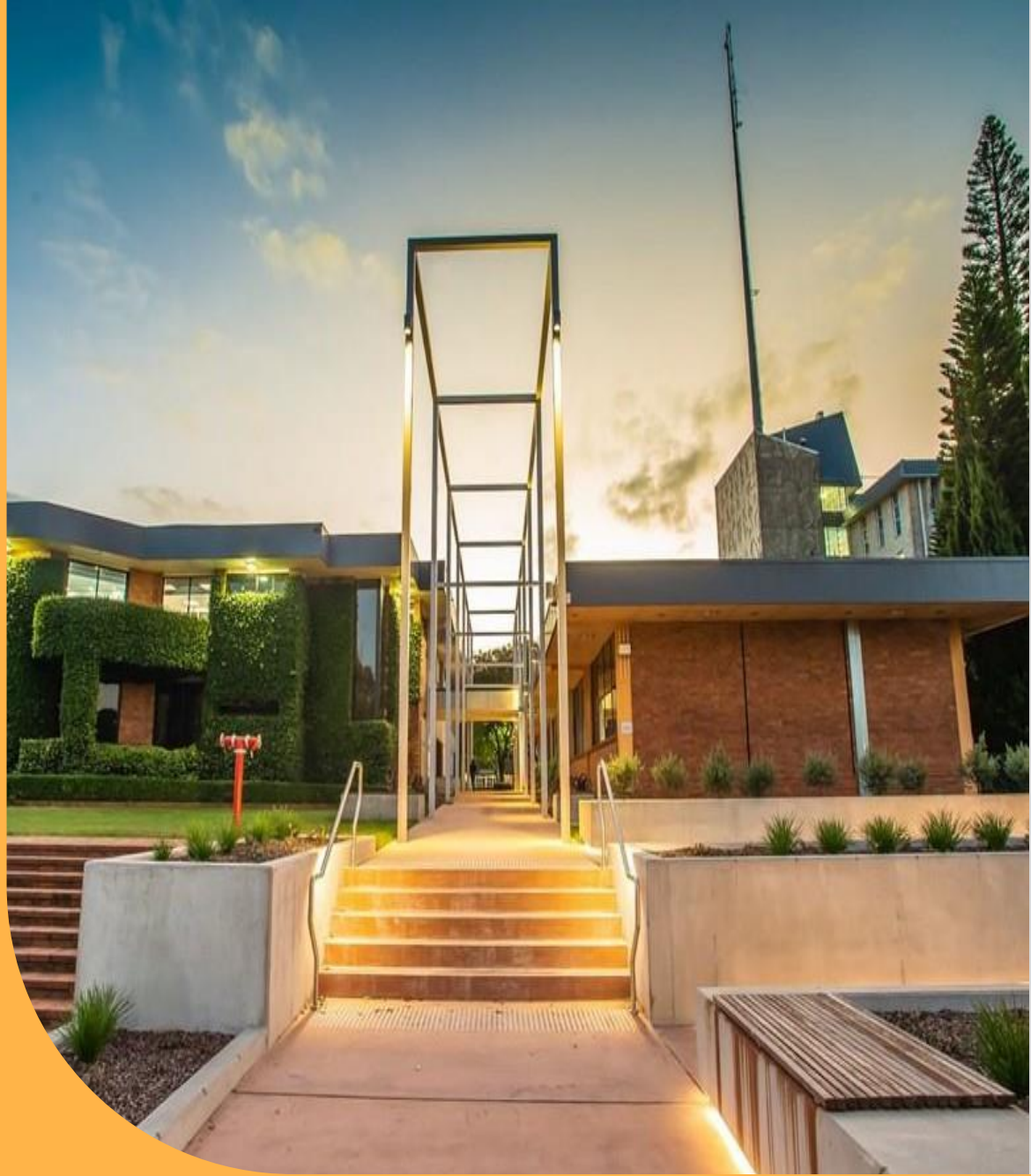




University of
Southern
Queensland



30 January 2025

2025 Education Professional Experience Guide

Bachelor of Education Undergraduate Programs
Master of Learning and Teaching

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Introduction to Placement

Professional placement is an integral part of your degree and is a co-operative effort between a school or childcare centre (hereafter known as site) to which a student has been allocated and the University of Southern Queensland (UniSQ). Professional placement is designed to augment UniSQ coursework and to provide students with the opportunities to develop their personal skills and professional understandings. Professional placement also allows the student to demonstrate their competence and to translate theory and example into placement. Please note that there is no direct correlation between a placement and employment in placement organisations.

This guide has been compiled to provide students (hereafter known as preservice teachers) with information pertinent to undertaking and completing professional placement components embedded in their program of study. It includes information about professional placement requirements, expectations, behaviour, conduct and responsibilities. To ensure preservice teachers are well prepared and eligible to participate in professional placements please read this document carefully and contact the Work Integrated Learning Team if you have any questions. It is within the right of the University and the site to stop a placement if these guidelines are not followed.

Contacts

The Work Integrated Learning Team

The Work Integrated Learning (WIL) Team consists of WIL Officers and WIL Support Staff in Toowoomba, Ipswich and Springfield. The team is responsible for:

- Liaising with sites and the Academic Team to source and allocate placements.
- Reviewing and verifying mandatory documents for placement.
- Notifying preservice teachers of important deadlines and placement information.

The WIL Team should be your first point of call for any placement related questions. You can contact iConnect or the WIL Team via online chat through our website, phone, or email.

Email: support@unisq.edu.au

Chat: [Chat to us](#)

Phone: (07) 4631 2285

Professional Experience Director

The Professional Experience Director is an academic member of the School of Education who works in partnership with the Work Integrated Learning Team. Their role is to:

- Assist preservice teachers with performance related concerns and professional issues surrounding professional placement;
- Discuss any non-compliance with mandatory requirements with preservice teachers;
- Address any placement site notifications relating to performance concerns that are breaches of safety, professional or ethical boundaries.

For any academic or performance questions relating to your Professional Experience you can contact your assigned UniSQ Liaison Officer, the Professional Experience Director via PE-Convenor@unisq.edu.au or your Course Coordinator.

Placement Course specifications

The Course specifications provide information on each course approved for the University's teaching program. Download your course specification and become familiar with what you must do if you plan to obtain a passing grade in the course. Preservice teachers should also ensure they have satisfied the pre-requisite, co-requisite and other requisite requirements for each course. If in doubt, contact the enrolments team. Further information about your Placement Courses can be found in the UniSQ Handbook and on the StudyDesk sites.

Program Placement Requirements

Professional Experience is embedded within each of the Education Programs and is one of the two program components that must be successfully completed to be eligible to apply for teacher registration for relevant programs such as the Bachelor of Education and Master of Teaching Learning.

Each professional experience course consists of an on campus/online program and a professional experience placement, which aligns to the Australian Professional Standards for Teachers Graduated level and ACECQA (Early Childhood only). There is an expectation that preservice teachers will achieve competency against all elements through their professional experience placement opportunities and demonstrate professionalism in all their actions.

Preservice teachers must successfully complete the stipulated accredited program placement days, which require a minimum number of days supervised professional experience with a registered teacher to graduate and qualify to register as a teacher in Queensland with the Queensland College of Teachers (QCT). Please see the website for more details: [AITSL Accreditation Requirements](#)

Definitions of Key Terms

Professional Experience (PEX): Professional Experience means the placement of a student at a site for the purposes of gaining practical experience in the profession of their study.

Work Integrated Learning Officer: The administrative employees of the University who are members of the Work Integrated Learning Team.

Site: An organisation that provides structured and supervised practical experience for students for the purposes of enhancing their work readiness.

Supervisor: A suitably qualified individual who has been nominated by the agency to supervise the student while undertaking professional placement.

Liaison: a designated contact person who acts as a bridge between the university, the placement site, and the preservice teacher during a professional experience placement. Their role is facilitate a successful placement experience by ensuring all parties are well-informed and supported throughout the process.

InPlace: Online platform for placement-related information (mandatory documents, placement allocation details, student logbooks), accessed via inplace.unisq.edu.

Period of Study: Refers to model of study chosen for the program/course e.g. Semester, Trimester etc.

Mandatory Document Requirements and Resources

Professional Experience Calendar

A [Professional Experience Calendar](#) is provided each year on the Education Placements website. It identifies the dates in which placements will be offered in a period of study. This provides a visual representation of placement so you can understand and plan for when you may be allocated a placement. It will also assist you with submitting your placement information.

Important Dates

It is important that you plan and prepare for your placements. To assist with this, the WIL Team provide you with an 'Important Dates' document which is available on the Education Placement Website. This document provides you with all the keys dates that need to be adhered to ensure your placement allocation and commencement goes smoothly.

These include:

- ✦ when mandatory documents must be updated for each period of study
- ✦ when special consideration requests must be provided by for each period of study
- ✦ when placement allocations will be released on [InPlace](#) for you to view

Education Placement Website

The Education Placement Website is where you will find all the forms, links and information you require to prepare for your placements. It is important that you use this site to support your success.

Mandatory Document Information

At UniSQ, ensuring that all students have completed valid documents for their placements is crucial. This process helps maintain the quality and safety of the placements. Submission of fraudulent or misleading documents could result in a misconduct investigation or have serious consequences for your progression in the course. As a student, you are responsible for providing and updating these documents via [InPlace](#) before each placement. Failure to do so can result in delays or cancellations of your placement. These mandatory documents will contain your personal information, including information such as your name, date of birth, contact information or unique identification numbers as well as sensitive personal information including health, vaccination or financial information. The purpose of collecting your personal information is to facilitate your placement and to verify that you meet the necessary requirements for your placement. We are required to collect and hold this information to comply with contractual requirements imposed by placement agencies. Your personal information will only be accessed by authorised internal staff including the WIL Team, Placement Coordinator and any relevant third parties outside of the University who may also require access to the information such as placement providers. UniSQ will not otherwise use or disclose your mandatory documents, or the personal information contained within them, except where permitted or required by law, or where UniSQ has obtained your consent. We otherwise use, disclose and handle your personal information in accordance with our Privacy Policy and the *Information Privacy Act 2009* (Qld). If you wish to seek access to or correct your personal information, or raise a privacy concern with us, you can contact UniSQ at rti-privacy@unisq.edu.au or on (07) 4631 2686.

Document Submission Process

1. **Uploading Documents:** Use the [InPlace](#) system to upload and update your documents. This must be done before each placement to ensure you are allocated a placement and permitted to commence.
2. **Monitoring and Deadlines:** The WIL Team closely monitors the submission of mandatory documents. It is recommended to upload your documents as soon as you receive or complete them. This allows the WIL Team to easily view your preparation status.
3. **Meeting Deadlines:** All documents must be provided by the due date listed in the Important Dates document. If you miss the deadline, your placement may be delayed or cancelled, and you might be dropped from the placement course for that study period.
4. **Communication:** If you encounter any issues that prevent you from completing your mandatory documents on time, you must discuss these with WIL Team before the cut-off date.
5. **Document Validity:** Some documents need to be submitted only once before your first placement, while others have an expiry date and need to be updated throughout your studies. Plan ahead to ensure that any expiring documents are updated by the due dates.

By following these steps and staying proactive about your document submissions, you can ensure a smooth and successful placement experience. Remember, the WIL Team is there to support you, so don't hesitate to reach out if you need help.

UniSQ Mandatory Pre-Placement Module

To prepare preservice teachers for their first Professional Experience placement, the School of Education has acknowledged that in addition to embedded placement course work, a key aspect of preparing for the profession is engaging in targeted mandatory training. This module is designed to help prepare preservice teachers for their first Professional Experience placement as it unpacks the key information you need to know and understand. This module must be completed prior to the preservice teacher's first placement. Preservice teachers need to work through the entire module and then answer all the quiz questions correctly before it will be recognised that you have completed this module.

The module can be accessed [here](#).

Blue Card: Working with Children Check

A valid working with children check is a mandatory requirement of all enrolled in Initial Teacher Education. In Queensland, this means you must have a current "Blue Card". The equivalent Working with Children Check information for Queensland as well as other states can be found at [here](#).

In the first instance, you should submit your application to the appropriate agency at the time of your enrolment at UniSQ. This will enable the receipt of your Blue Card application or Working with Children Check for processing well before your first Professional Experience placement.

It is the preservice teacher's responsibility to ensure that they have a Blue Card or equivalent or if you already have one, that it is up to date and will not expire part way through the year and compromise your ability to undertake the Professional Experience placement. The WIL Office is required to keep Blue Card/ Working with Children Check details to assure regulatory authorities of preservice teacher Blue Card/WWCC currency and expiry date.

The University of Southern Queensland has no jurisdiction over Blue Card Services or equivalent services in other jurisdictions. Please keep details up to date with Blue Card Services or equivalent services. An expired or close to expiry Blue Card or equivalent such as Working with Children Check excludes the preservice teacher from undertaking Professional Experience placement. It is advisable that preservice teachers do not enrol in a course that contains a Professional Experience placement opportunity unless they can confirm the Blue Card or Working with Children Check is fully current for the entire semester of course enrolment. Untimely expiry will certainly delay progress through the program.

InPlace – UniSQ Placement Management System

[InPlace](#) is the cloud-based placement system used by UniSQ to electronically allocate and manage professional placements. Once you enrol in your first-year courses in the program, an [InPlace](#) file is created for you in the system overnight refresh. You can then log in using the above link and your UniSQ log in and password. [InPlace](#) can also be accessed via a link on the Education Placement Website.

InPlace is where:

- ✦ All of your mandatory documents must be uploaded for verification.
- ✦ You provide information prior to placement, e.g. preferences, special consideration requests, and expressions of interest.
- ✦ Placement confirmation/allocation details will be released.
- ✦ Your placement status will be seen as 'confirmed' on [InPlace](#).

If you would like additional information on how to access the platform, upload your documents or submit preferencing information, please click on this link to a 10 minute [video](#).

[InPlace](#) Tips –

- ✦ **Document Verification:** Once you upload your documents on the 'My Details' page, InPlace will notify the WIL Team to review and verify they are correct
- ✦ **Follow-Up:** Check back a couple of days later to see if your documents have been verified or read the comments on your To-Do list to understand why they were rejected.
- ✦ **Document Expiry:** Regularly check the details page of your InPlace file to find out when your documents will expire. Ensure they are kept current for all your placements. The 'traffic light' system only alerts you when a document is very close to expiring.
- ✦ **Browser Compatibility:** InPlace works best with Google Chrome and Mozilla Firefox.
- ✦ **Placement Release:** If your placement is not released or has been hidden, you may need to update one or more mandatory documents. Student should not attend placement until the details are confirmed and released on InPlace.

Placement Eligibility

For preservice teachers to be eligible to go on placement they must:

- ✦ meet the program's inherent requirements
- ✦ pass any pre-requisite courses for the placement course/s
- ✦ enrol in the placement course
- ✦ provide all mandatory documents within the specified timeframes
- ✦ be allocated a confirmed placement via [InPlace](#)
- ✦ prepare for orientation and first day arrangements
- ✦ provide any additional specific requirements requested by the placement agency within the specific timeframes

Pre-requisite course and enrolments

Prior to enrolling in placement courses, you need to read the course specifications to be aware of the placement requirements which are set by the University and/or accrediting body. Please be aware that some placement courses must be undertaken sequentially (cannot be enrolled in more than one placement course in a same semester unless it is written into the program progression or approval has been received).

To attend or remain on placement, you must have met all academic pre-requisite requirements for the placement course. Incomplete results for theory courses are not considered to have met the pre-requisite requirements. If you receive a fail grade for a pre-requisite course and have already commenced placement, you will be asked to stop your placement. In this situation, any completed days will not be counted towards the placement.

Late enrolments or not submitting mandatory documents in time may make it impossible to source or allocate a placement in the enrolled period of study timeframe.

If you have questions about your course progression or pre-requisites for a placement course according to UniSQ Pre-Requisite procedures, please contact iConnect or the UniSQ Enrolments Team.

Inherent Requirements

There are a number of inherent requirements that must be met prior to applying for or graduating from a degree. At UniSQ, we are committed to providing an equitable environment for preservice teachers with disability, injury, mental health or medical conditions that impact on their ability to study and achieve academic success. The inherent requirement of a degree are those fundamental skills, capabilities and knowledge that preservice teachers must be able to demonstrate in order to achieve the essential learning outcomes of the program, while maintaining the academic integrity of that degree.

Information on the [inherent requirements](#) specific to your program of study can be accessed in the UniSQ Handbook. Please ensure you read and understand the inherent requirements before enrolling in a placement course. For further information contact our [Accessibility and Disability Support Team](#).

Reasonable Placement Adjustments for Academic Progression

Any student with a disability who may require alternative academic arrangements in the program and/or specific arrangements for placement is encouraged to seek advice from the WIL Team. If a Learning Support Plan has already been devised, it may need review in relation to placement requirements and further consultation with the Program Director and/or Academic Team. Please note that all adjustments are made as per the UniSQ Students with a Disability Policy and Procedure. You can review the document [here](#).

Fitness for Placement

If you are aware of any chronic or acute injury, illness or condition that may affect you during your placement; or any other factor that may impact your capacity to practice the profession or engage in placement, please contact the WIL Team prior to placement allocation and as early in the program as possible. It is likely that you will be asked to provide a Fitness for Practice certificate (signed by a medical practitioner) prior to commencing placement.

Concerns regarding fitness to practice may arise due to, but not limited to the following:

- ✦ A health condition or disability – (chronic or transient) that is likely to affect your capacity to undertake placement or practice in the profession.
- ✦ Inability to meet, or disregard for, the compliance requirements of UniSQ, the placement site or of the broader profession.
- ✦ Failure to satisfactorily complete the pre-requisite courses for the placement course/s.
- ✦ Conduct and/or performance that is inconsistent with acceptable standards for your chosen profession.

Sometimes your personal situation (family, financial, legal etc.) or health could change over the duration of your studies. This can impact on whether you are still able to meet the program conditions. If your situation does change, please notify the WIL Team, to discuss whether you are 'fit for placement'. Any information you provide will be treated with discretion. You can also seek confidential advice and guidance from the Accessibility and Disability Support team via disabilitysupport@unisq.edu.au.

UniSQ is committed to making reasonable adjustments to enable students to participate in their degree. Reasonable adjustments must not fundamentally change the nature of the inherent requirement.

If you have a concern related to your health or disability that could impair your ability to do a placement, please contact the [Accessibility and Disability](#) Support office. There are times when it may be necessary for the University to share this information with an agency for them to confirm whether they are able to provide a suitable placement for you. In these instances, we will work with you and any information you provide or that is released to a placement provider will be treated with discretion and in line with the privacy policy of the University.

Before Placement Allocations are available

Informing the WIL team of your circumstances

As part of the placement allocation process, you are required to provide information to help the WIL Team find a suitable placement for you via [InPlace](#). This includes details about your location during the placement, any extenuating circumstances, or conflicts of interest (COI) that might affect your placement options, and any other relevant information that could assist the WIL Officers. It is mandatory to provide this information as soon as possible after enrolling in a placement course. Early submission allows the WIL Team to start the process of finding suitable placement locations for you promptly. Please note that failing to provide these details can significantly delay the placement process and may impact your progression.

Our WIL Officers use the information provided in your 'Student Information Required' section on [InPlace](#) as a guide and will try to place you at a site within one of your preferred regions or within one hour of your address on InPlace. As UniSQ is reliant on the availability of sites to offer and support placements, not all placement preferences can be met. UniSQ is competing with multiple Queensland Universities for suitable placements. Due to the limited capacity of sites to support large volumes of placements, you may be required to travel and should be prepared to attend placement in locations you did not preference.

Special Consideration

Special Considerations are pre-existing circumstances that you are aware of that may impact your ability to attend placement in a certain timeframe or with a specific agency. For your special consideration request to be appropriately considered, you must provide supporting evidence in line with the [Assessment of Special Circumstances Procedure](#). Special consideration information can be lodged on InPlace until the special consideration due date for the period of study in which placement is being completed. Please view the 'Important Dates' document for the specific dates.

- ✦ Requests must align with the '[Assessment of Special Circumstances Procedure](#)' and be supported with evidence, such as a letter from an employer or doctor.
- ✦ Special consideration requests can be submitted on [InPlace](#) for the duration of your degree if it remains applicable or can be updated if your circumstances change.
- ✦ Requests must be submitted by the due date to be considered. While the WIL Team will try to accommodate these requests, a suitable placement option cannot be guaranteed.
- ✦ If you do not have a Special consideration request, declare this by selecting the appropriate option from the drop down menu on InPlace.

If you do not apply for special consideration, you must be willing to attend the placement you are allocated.

Pregnancy

If you become pregnant during your study, you may need to adjust your enrolment plan or placement timeframe. You are discouraged from commencing a placement for 6 weeks before or after your estimated due date. If you are enrolled in a placement course in the study period when you are due to give birth, you must notify the WIL Team by the special consideration due date as soon as possible thereafter. Please submit a special consideration request to [InPlace](#), including a letter from your doctor with your estimated due date and confirmation of your fitness to complete placement while pregnant. The WIL Team will review your request and work with you to find a suitable placement option. You will also need to provide confirmation of fitness for placement if you wish to commence placement at 6 weeks post-partum.

Variation to Professional Experience Placement (Change of Date)

Professional Experience placement is a compulsory component of courses and integral to the completion of assessment tasks.

- Dates are selected to support preservice teachers' capacity to apply the theory of the coursework in the Professional Experience placement and/ or to gather evidence to assist completion of the associated assessment tasks.
- Preservice teachers are advised not to select a course that includes Professional Experience placement in a study period where they are unable to meet the specified requirements of the Professional Experience placement as outlined.
- Additional courses selected for the same study period as a Professional Experience placement course are not required to consider the Professional Experience placement as a reason for an extension request. Therefore, adherence to your advised enrolment pattern may assist to minimise possible assessment conflicts.
- Application regarding variation to the Professional Experience placement will be considered by the WIL Team and/or Professional Experience Director in line with the UniSQ Assessment Policy. Evidence that meets the policy criteria is required to support your extension applications. Any unsupported application may be refused, and this may also delay program completion. Your request for a change of date needs to be submitted in writing to: WIL@unisq.edu.au

Conflict of Interest

Preservice teachers will not be placed at a site where there is a conflict of interest. Students must notify the WIL Office in writing of any real, perceived, or potential conflict of interest, upon enrolment in a placement course via [InPlace](#). Conflict of Interest examples include but are not limited to:

- ✧ where you currently work;
- ✧ where you currently work and the only suitably qualified supervisor available is your colleague or superior;
- ✧ where the preservice teacher has a previous or current relationship with the supervisor;
- ✧ having a spouse/partner/family member (children or sibling)/close friends employed at a site;
- ✧ currently or recently holding employment at a site in any capacity e.g. teacher aide, sport coach, administration, casual teacher);
- ✧ where you (or a family member are or) were previously a student in the last 5 years.

You are also required to disclose any conflict of interest that may arise in relation to successfully undertaking or completing the academic or practical requirements of the degree program. This may include, but is not limited to, any financial dealings or interests, participation in organisations, political parties or religious groups, which may influence clinical or academic decisions. Failing to declare a COI, may result in your placement needing to be altered or delayed. Attending a placement where a conflict of interest is present will only be considered if all other options have been exhausted or if it is your final placement and there is an ongoing placement opportunity.

Payment for Placement

As placements are required to be a learning experience with a teacher/student relationship, free from expectations of payment and the employer/employee relationship, preservice teachers cannot be paid by the site for their placement hours.

Preservice Teachers on Interstate and Overseas Placements

Preservice teachers who live in states outside Queensland and who wish to do placement locally, must submit a Form A to the WIL Team via [InPlace](#) as soon as possible upon enrolment in a placement course. Please be aware in some instances the WIL Team may need to investigate implications of an overseas placement on the program accreditation. For further information please visit the International Placements tab on the [Education placements website](#).

Placement Allocation Process

To maximise the benefits of professional experience, UniSQ has established processes that ensure consistent governance of professional activities and quality learning outcomes applicable to professionals. Pre-placement planning involves multiple stages of communication with students and placement agencies, starting well before the study period begins. Students may also be required to complete placements across several sites or disciplines to gain a breadth of experience. If you work in an agency, you must advise the WIL Team via InPlace as soon as possible as this may affect your placement allocation.

Once you have completed your 'Student Information Required' section on [InPlace](#), the WIL Team begin requesting and allocating placements based on the information provided. All students are required to complete placements across at least two sites to gain a breadth of experience.

Placement opportunities are sourced by the WIL Team and/or Placement Coordinator. You must not source your own placements unless advised in the course specifications or a previous discussion has occurred with your Placement Coordinator or WIL Officer. If you know of a placement opportunity or have a site suggestion, inform the WIL Team via email, and appropriate procedure will be followed. You are not permitted to contact an agency without written approval from the Placement Coordinator or WIL Officer to do so. Please access detailed information and forms using the [Education Placement Website](#).

Placements are released to students on [InPlace](#) once all mandatory compliance has been verified and in accordance with the Student Placement Communication Flow Chart on the [Education Placement Website](#) for each period of study. Once your placement has been confirmed, you will be able to see the details of the placement allocation.

Travel Expectations

Preservice teachers need to be aware that placement may require them to travel and/or live away from home. It is important, therefore, that students undertake in advance the necessary planning and budgeting to ensure they are able to fulfil the placement requirements of their course. Please be aware this placement may not necessarily be in the same location or at a location of your choosing.

Local placements are within a one-hour drive of your address provided on InPlace (as per Google Maps) or preferred region. This does not mean you will be allocated a placement within this radius as sites only offer a certain number of placements at any one time. Please be aware that you may be required to travel longer distances than this to an allocated placement.

Placement Allocation Communication

Students are notified of their placements 2 weeks prior to commencement as outlined in the [Student Placement Communication Flow Chart](#) located on the Education Placement Website. When a placement has been secured for you, you will receive an email alerting you to log into [InPlace](#) to view your placement details.

All email communication will be via the UniSQ email account. It is a student's responsibility to check their emails, studydesk and [InPlace](#) to be up to date on the placement allocation process and meet their responsibilities in a timely manner. Students may send their queries through WIL@unisq.edu.au.

Permission to Teach

Placements cannot be completed within PTT arrangements/sites unless:

- Preservice teachers are participating in pre-approved initiatives that entail formal PTT arrangements (such as the Turn to Teaching, Trade to Teach programs) or;
- Specific arrangements have been approved by the Professional Experience Director, which ensure the following conditions have been met:
 - The professional experience is either a graduate stage professional experience (QPERF) or an appropriately relevant professional experience (ensuring diversity of placement context as well as alignment with program requirements), and is supervised and assessed by an experienced, qualified teacher for the full period of the placement.
 - The requirements of the professional experience, as outlined in the Placement Guide and course/program requirements are adhered to (including alignment of placement context, year levels, teaching areas, and assessment of APSTs to the Placement Guide and preservice teacher's program requirements).
 - Explicit arrangements are made to mitigate potential conflict of interest for the assessment of the preservice teacher's performance against the Placement Guide requirements.

To request consideration of completion of placement within a PTT site, students must provide evidence of their approved PTT and employment contract as well as an identified mentor to WIL@unisq.edu.au at least 4 weeks prior to commencement of a placement period. The request will be reviewed against the above conditions by the Professional Experience Director and students will be advised in writing of the outcome to their student email address.

After placement allocations are available

Placement Acceptance

Preservice Teachers are expected to attend any reasonable placement opportunity as allocated by the WIL Team. If you do not attend the placement allocated to you; withdraw; or cancel a placement in an unacceptable timeframe, you may receive a fail grade and be required to re-enrol in the course. Depending on the timeframe, there may be a penalty associated with late withdrawals and cancellations of placement allocations.

Student Responsibilities

All aspects of the placement apart from organising the placements, is **YOUR** responsibility. This includes:

- ✦ arranging to attend the placement if you are unable to change the placement
- ✦ arranging child-minding
- ✦ organising and paying for any costs associated with parking, travel and accommodation
- ✦ rearranging private work commitments, as a placement is a priority
- ✦ submitting scholarship or bursary applications required

Placement Appeal

If you are experiencing 'exceptional circumstances' that require variation to your placement including timetable or location, you may be eligible to submit a Placement Appeal for review. For your application to be considered, your reasons must meet the [Assessment of Special Circumstances Procedure](#) and you must provide supporting evidence consistent with this policy – for example, a letter from a doctor, an employer or a statutory declaration signed before a Justice of the Peace to support your application or another official document relevant to your request. This must be lodged via [InPlace](#) within one week of your placement being confirmed.

The WIL Team will not reallocate or change placements without a verified Placement Appeal application form, unless cancelled by the placement provider due to unforeseen circumstances. It does not guarantee your placement can or will be changed. You may need to attend your original placement.

Scholarships and Bursaries

UniSQ offer a wide range of scholarships to assist with textbook, practical experience, accommodation, or living expenses. Some scholarships will be one-off payments, while others will continue for the length of your degree. Placement bursaries are also available to assist students who are undertaking their placement in rural or remote areas or away from where they usually reside and the associated costs.

Please refer to the [UniSQ Scholarships website](#) and the [Support and opportunities](#) page on the Education placements website for more information about available scholarships, bursaries and the eligibility criteria.

Liaison Communication

The UniSQ Liaison is your first point of contact for any issues once your placement has commenced. You should be proactive in communicating with them early in the placement experience. Your UniSQ Liaison details will be made available via InPlace once your placement is allocated. In situations where difficulties arise or you have been identified as being at risk of failing your placement, the UniSQ Liaison must be contacted. If you are unable to communicate with your UniSQ Liaison, contact the WIL Team via WIL@unisq.edu.au.

Orientation Information

The WIL Team will provide you with contact details for each Supervising Teacher or Site Coordinator. You are required to contact the Supervising Teacher or Site Coordinator prior to the commencement of placement to ensure that they are fully informed of the requirements and expectations of that placement. This is your opportunity to confirm the following details:

- ✦ Placement date - start and finish
- ✦ Placement physical address, supervisor name and contact details
- ✦ Time and place of initial meeting at the start of professional placement
- ✦ Additional pre-placement paperwork or reading requirements
- ✦ Placement schedule - days, start and finish times, allocated break times (*this may be discussed on the first day of placement*)
- ✦ Expected exposure, duties, and responsibilities (*this can also be discussed on the first day of placement*)
- ✦ Any special dress code relevant to the placement site
- ✦ Confirmation that the Supervising Teacher or Site Coordinator will complete the evaluation survey including smart goals, which is shared with the student and Placement Coordinator.

Sometimes, sites are unable to provide the Supervising Teacher's details when they agree to host your placement. If your placement does not have a Supervising Teacher's name or email address, please contact the Site Coordinator in the first instance. Once you know who your Supervising Teacher is and their email address, please email WIL@unisq.edu.au with these details so they can be recorded on InPlace.

Attending Placement

Uniforms

UniSQ provide Education placement shirts and name badges as an optional purchase for placement. Orders can be placed online through [School Locker](#).

Attending Placement

Placement requires a continuous, full-time, on-ongoing commitment including participation in both the teaching and non-teaching duties (e.g. staff meetings, playground duties) of being a teacher. You are expected to attend 100% of your placement during the scheduled dates organised by the WIL Team and for the whole site workday (8 hours).

Completing the specified number of placement days is an accreditation and teacher registration requirement with QCT. Placement is organised as consecutive days to maximise developmental learning through best practice opportunities. UniSQ mandates that preservice teachers undergo professional experience placements in block format, e.g., 5 days a week and not as individual or partial days. In case of illness, rescheduling days promptly is crucial to minimize disruptions to professional experience.

Your placement takes priority over other work commitments. Please give your employer plenty of notice, so your employment does not impact on your ability to attend your placement.

Staff Professional Development Days

It is expected that preservice teachers will attend and be involved in any Staff Professional Development days that occur during the designated placement period. These days are counted as a legitimate part of your professional experience. However, in some instances, a preservice teacher may not be able to be accommodated due to individual school activities that are planned for the Staff Professional Development Day. In these cases, the preservice teacher will be required to negotiate a make-up day, so that the required total number of days is completed successfully. Preservice teachers can only account for a maximum of 3 x PD days per placement. These days must also be full days of 8hrs.

Absence while on placement

Absences are only accepted due to illness or extenuating personal circumstances. If you are absent during placement, it is your responsibility to inform the site, UniSQ Liaison and the WIL Team before 8am on the day of the absence.

- ✦ If a student is absent from placement for more than three days, a medical certificate or statutory declaration (whichever is appropriate) must be provided to the WIL Team, **within 10 working days of the absence**.
- ✦ Except in extenuating circumstances (and at the discretion of the Professional Experience Director), failure to meet the above conditions will result in the award of a **Fail-Not Participate grade**.

Make-up Days

Where you have not completed the required number of placement days for the course, make-up days will be necessary. You must negotiate the make-up for any absence, public holiday, show holiday or any missed day with your supervising teacher and so that the full, specified number of days are completed. These make-up days must be consecutive and happen at the end of the placement date. Once these have been organised, please contact the WIL Team so adjustments can be made to the placement record and final reports. Organising the make-up days into separate days over a period of time is not acceptable.

Student Initiated Placement Withdrawal

It is recommended that a preservice teacher discuss their withdrawal from placement with their Liaison and WIL Team prior to doing so. This is because the student's reasons for withdrawal needs to be discussed in order to assess subsequent academic action that is appropriate to the circumstances.

In the event of a preservice teacher not commencing or discontinuing a placement, it is the preservice teacher's responsibility to notify the site, liaison and the WIL Team. Failure to do so can result in a fail result for the placement. Please be aware academic or financial penalties may apply depending on when in the Trimester you withdraw from placement.

Site Initiated Placement Withdrawal

A site may request termination of a preservice teacher's placement due to changes in their capacity, availability or operational reasons such as lack of appropriate work experiences, staff changes or sickness/ill health of appropriate supervisors.

A site may also request withdraw if a student:

- consistently performs unsatisfactorily with appropriate supervision
- performs in a manner detrimental to the professional experience of other students
- breaches the legal, ethical or professional codes of the organisation providing the placement
- demonstrates gross negligence in the performance of an assigned duty
- behaves in a manner deemed to constitute misconduct or gross misconduct
- fails to disclose information prior to commencing placement that impacts on their ability to meet duty of care requirements to themselves and agency clients or staff.

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 site organisation and for reasons outside the preservice teacher's control, then the university will endeavour to find a new placement for the preservice teacher. However, under the conditions set by the Queensland College of Teachers, 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 study period in which the course is offered.

Placements will be discontinued if a preservice teacher breaches the UniSQ Student Code of Conduct. Sites will exclude a preservice 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 preservice teacher is not suitable to undertake or to continue the placement. The site coordinator will notify UniSQ who will advise the preservice teacher not to attend the site. In most cases the preservice teacher will receive a failing grade for the unit. Other disciplinary actions may also be taken in accordance with university rules.

Placement Termination and Failing Placement

Placement can be **terminated** if the site cannot continue to accommodate a student or deliver the placement as per its agreement with UniSQ. If the placement is terminated for reasons unrelated to student performance, and before all required placement hours have been completed, every reasonable effort will be made to re-allocate the student in a timely manner, however it may lead to a delay in course or program completion.

Placement may be **failed** if a student does not meet the expected standard of performance for the enrolled PEx course. Feedback will be provided periodically during placement. The frequency of feedback will depend on overall placement duration.

If you cancel or do not arrive at an allocated placement with no explanation or appropriate evidence, you will receive either an "FNP" fail grade or be dropped from the course and have to re-enrol in a future semester. Students will not be re-allocated a placement in the same semester without appropriate evidence or explanation.

Other reasons for failing a placement course

The below reasons include but are not limited to:

- Failure to upload current mandatory documents on InPlace by prescribed deadline, therefore do not meet pre-placement requirements, and cannot be allocated to a placement;
- Withdrawal from a placement without providing appropriate documentation or evidence. Non-attendance at placement without supporting evidence or explanation is considered withdrawal from the placement. (E.g. student fails to inform Site Coordinator and WIL Team of any injury or illness which renders the student unable to attend placement for a considerable timeframe, and then results in the student being unable to complete required hours within allocated timeframe. To avoid this, you must inform the WIL Team, provide a medical certificate, and request an extension for the timeframe that the student is medically unfit to attend placement);
- Lack of progress and learning or unsatisfactory performance following supervisor feedback;
- Breach of UniSQ or accrediting body Codes of Conduct, relevant laws or workplace procedures, and/or behaves in an unprofessional manner, or acts outside scope of practice, or participates in behaviours that may actually or potentially cause injury to self or others, or participates in any conduct or behaviour that could reasonably be interpreted as harassment, discriminatory, offensive, or unreasonably embarrassing to others;
- Failure to complete all placement-related assessments and paperwork within the prescribed timeframe.

Reasonable Adjustments to Allocated Placements

Extensions to placement dates, or other requests for flexible arrangements, must be discussed with the WIL Team. If your circumstances change while on placement, you must also notify the WIL Team as soon as possible, so a suitable plan of action can be discussed.

Placement allocation changes will only be considered if the WIL Team deem it necessary to re-allocate the student for a valid reason.

Professional Support

Your health and wellbeing is important to us at UniSQ. If you require personal support, you can engage in UniSQ's free, confidential and professional counselling and wellbeing services. An appointment can be made by phoning +61 7 4631 2372, or booked [online](#), or by sending an email to supportforlearning@unisq.edu.au

Support for International Students – [UniSQ International](#)

Support for First Nations Students – [College for First Nations](#)

Please note, this is not a crisis service and is only open from 8:00 am- 4:00 pm AEST Monday to Friday. If you require more urgent or immediate support, the free services listed below can provide support 24 hours a day, 7 days a week:

- [Lifeline](#) - 13 11 34
- [Suicide Call Back Service](#) - 1300 659 467
- [Mental Health Access Line](#)- 1300 642 255
- **Emergency medical treatment – 000**

If you require support at any stage of your study, you can access [Student support](#) services for counselling and wellbeing via UConnect for *confidential* support including emergency contact details.

There are several policies to ensure that students get appropriate support and perform their placements upholding the university's reputation. These are as follows:

[Equity in Education Policy and Procedure](#)

[Harassment and Discrimination Complaint Resolution for Students Policy and Procedure](#) [Student Code of Conduct Policy](#)

[Student General Misconduct Procedure](#)

[Assessment of Compassionate and Compelling Circumstances Procedure](#)

[Students with a Disability Policy and Procedure](#)

Insurance, Emergencies and Risk Management

All sites should have a Workplace Health and Safety Policy and a Risk Management Policy. As you begin your placement you should become familiar with these policies. You may be required to be proactive and ask your site coordinator or supervising teacher about these policies. You may be required to sign off on your understanding of some of the site policies. Some sites require you to attend special health and safety preparation. You should ensure that you provide your workplace site with your contact details for health and safety purposes.

In the event that an adverse incident or injury occurs while you are on placement, please comply with the Site's Work Health & Safety (WH&S) policies. You must also review the information found on [SafeTrak](#) and complete the relevant incident or hazard report. (See 'Reporting an Incident').

Insurance information while on placement

For insurance purposes, placement activities refer to the compulsory aspect of your course/ program where a practical experience provider provides you the facilities or opportunities, to engage in practical work experience, research or training. If you are undertaking a placement through UniSQ, you will be covered by the following types of insurance (as applicable):

- ✦ Public liability
- ✦ Professional Indemnity
- ✦ Medical malpractice
- ✦ Student Personal Accident

To qualify for UniSQ's insurance coverage you must:

1. Be an enrolled student while on Placement; and
2. Comply with the Professional Experience Guidelines (as applicable to your School). This includes having submitted all mandatory documentation, which is verified by the University; and
3. The Placement activity has been approved by your School. You can find out more about whether your placement is approved by checking InPlace; and
4. You must not be receiving any payment or other form of remuneration in relation to the placement activity (other than expense reimbursement or expense allowance eg bursaries or grants).

Coverage provided by each insurance policy is subject to the respective policy's terms and conditions.

Insurance information for Student Placement

Please note that your personal belongings and motor vehicle will not be covered by the University's insurance policies. Preservice teachers are advised to ensure their vehicle is registered and comprehensively insured to cover damages to their own vehicle or personal injury or property damage to a third party in the event of an accident.

Injury While on Placement

If you are injured or become unwell on placement it may be determined that an Emergency Department consultation is necessary. Should you find yourself injured, please follow the below steps:

1. Contact or advise the Agency Supervisor as they will likely have internal protocols that need to be followed
2. Contact the WIL Team immediately via (07) 4631 2359
3. You may be offered the choice to be transferred to either a public or private ED via QAS
4. You are encouraged to attend the public hospital ED where there are no costs involved for consults, investigations and treatments
5. If you choose to stay in the private hospital ED, the University will **not** be responsible for any costs incurred for consults and treatment
6. If you choose to stay in the private hospital ED due to an acute illness, the University will **NOT** pay for the initial consult, and will **NOT** be responsible for any costs incurred for investigations, further consults and treatment
7. In this instance of leaving the hospital, the University will **not** be responsible for any costs incurred for consults and treatment
8. Please ensure you follow any treatment recommendations and visit with your GP if required.

Use of Vehicles while on Placement

Preservice teachers should not drive vehicles belonging to the placement organisation; preservice teachers are only permitted to travel in vehicles belonging to the organisation as passengers and must be accompanied by a site employee/supervisor during any trips made in motor vehicles.

Risk Management

We all have a responsibility to be aware of risk in the workplace. As you take part in the placement program, it is essential that you are aware of the hazards that could occur during placement. You have an obligation to protect yourself and minimise any potential incident from an identified hazard. Below are some common hazards that you might encounter and some strategies to minimise the associated risk. If at any time on a placement you feel unsafe or uncomfortable with a possible or actual risk, you must notify your Liaison.

Student Travel

Travel Arrangements and Insurance: preservice teachers are responsible for arranging their own travel to and from placements, including any necessary insurance for private motor vehicles. If using a private vehicle, students do so at their own risk and expense. Please ensure your vehicle is comprehensively insured, as Compulsory Third Party (CTP) insurance does not cover third-party property damage. Preservice teachers must also adhere to university procedures, including the [Travel Procedure](#), the [Motor Vehicles and Travel Fatigue Procedure](#) and the [Incident and Hazard Reporting and Investigation Procedure](#).

Travel to Rural or Remote Placements: Traveling to rural or remote placements can be tiring. The [Queensland Government](#) recommends taking breaks every two hours and limiting driving to 8-10 hours per day. Plan your rest stops and check StudyDesk or forums for potential travel companions. Ensure your vehicle is safe for long distances, keep the fuel tank filled, or ensure your EV is charged and you have researched charging locations. Have a roadside assistance policy and keep your mobile phone charged. Ensure you have planned your route in advance and are aware of the distances between towns. Inform someone of your whereabouts when traveling to remote locations.

Safe Driving Practices: It is important that you [practice safe driving](#). Consult your General Practitioner if you are on prescribed medications to ensure it is safe to drive. Park in designated areas and follow the agency's security conditions when leaving after hours.

Extenuating Circumstances or Disaster Management processes

If a serious situation arises that results in a site activating their disaster management plan, it is vital that **preservice teachers follow the lead of the staff** within the site. These events might include utilities failure, flood, fire, school closure, codes for violent behaviours or any other significant event.

If at any time while on placement you feel unsafe or are not comfortable with a potential or actual risk, you must **notify the Site Coordinator**.

Issues of Concern to You while on Placement

Most preservice teachers have a positive experience on placement but occasionally events arise that can be concerning to you. As a student, should you find yourself in this situation you are encouraged to voice your concerns in the first instance to your supervising teacher or site coordinator, if you feel comfortable. If the issue is not successfully resolved, please contact your Liaison to discuss options and possible solutions.

Bullying, Discrimination, Harassment and Sexual Misconduct Concerns

Most students have a positive experience on placement, though occasionally situations arise that can cause concern. If you believe you are experiencing bullying, discrimination, harassment or sexual misconduct while on placement, refer to [Student Discrimination, Bullying, Harassment and Sexual Misconduct Response Procedure - University of Southern Queensland \(usq.edu.au\)](https://www.usq.edu.au/learning-and-teaching/industry-experience/industry-experience-procedures/industry-experience-procedures) to explore how you might handle the situation. Depending on the nature of the circumstances, you might feel comfortable to raise your concern directly with the person involved or speak to your Site Coordinator. If you feel unsafe or are not comfortable addressing the situation yourself, please contact your Liaison and/or UniSQ Safer Communities to discuss the matter further and seek appropriate support. Safer Communities and the Wellbeing Team can provide you with free support and guidance while a risk management plan is developed. All students can use the [Share a Concern | UniSQ Share a Concern \(symplicity.com\)](https://www.usq.edu.au/learning-and-teaching/industry-experience/industry-experience-procedures/industry-experience-procedures) online form to seek confidential support from Safer Communities at any stage of their studies, including during placement.

UniSQ Safer Communities is available 8.00am – 4.00pm, Monday – Friday:

- 07 4631 2372
- safercommunities@unisq.edu.au

For after-hours support related to gender-based violence, including sexual assault:

- National domestic family and sexual violence counselling service – 1800RESPECT (1800 737 732)

If you are in immediate danger or need urgent medical attention, call police/ambulance - 000

Reporting an incident

If you have an injury or an incident while you are on placement, **you must report it to your Supervising Teacher, site contact and WIL Team immediately**. You will be required to complete an incident report for the site. This must be done as soon as possible after the incident. Once this is completed, please make sure you keep a copy of this report.

You will then need to notify the University by logging onto [SafeTrak](#) on UniSQ Safety Central and completing a UniSQ incident form.

- Review the information on the SafeTrak page then click on the box that says 'Enter here'
- On the next page click onto the 'Incident/Hazard Reporting' box
- On the next page if reporting a hazard, click on the 'Student Hazard' box; if reporting an incident, click on the 'Student Incident' box.
- Complete the relevant report and this will be sent to your course coordinator for review.

When submitting a SafeTrak incident please ensure that the below information is included as part of the application:

- Assign incident to Manager/Supervisor – Dr Katie Cawte (Professional Experience Director)
- Business Unit/Faculty – School of Education

Student Professional Expectations

These guidelines are designed to provide you with support regarding what is expected from you, your responsibilities and the appropriate conduct and behaviour while on placement. These rules are in place to acknowledge the right of staff and students to feel secure in a professional environment where you have the privilege to learn from them.

Getting the most out of your placement

You are responsible for making the most out of the learning opportunities while undertaking your placement. You should:

- ✦ Introduce yourself to the staff within the area you will be working
- ✦ Come prepared with learning objectives
- ✦ Be engaged in all activities
- ✦ Be punctual and dressed appropriately
- ✦ Take time to effectively communicate with the person overseeing your placement to ensure your placements goals, personal strengths and expectations can be achieved.
- ✦ Seek feedback
- ✦ Achieve a satisfactory grade on the assessment items
- ✦ Attend the full amount of days allocated for your placement course
- ✦ Bring your placement guide/workbook/portfolio documents to placement each day
- ✦ Demonstrate a professional attitude in all areas of your placement and be respectful, appreciative and open to opportunities to learn and take on board feedback from your supervisor.

Code of Conduct

While on placement you are representing the University of Southern Queensland (UniSQ) and as such are required to comply with the UniSQ [Student General Conduct Policy](#), adhere to workplace procedures, and follow all reasonable directions by your supervising teacher or site coordinator. Please behave appropriately with respect, humility and good manners with staff, students, families, and other members of the university and profession. All persons involved in dealing with preservice teachers have been asked to report both exemplary and negative behaviours. If there is a breach of this policy, preservice teachers may be asked to leave a placement and will be dealt with as per the UniSQ [Student General Misconduct Procedure](#).

Preservice 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 therefore not able to teach in Queensland schools.

Other relevant resources:

- [Academic Misconduct Policy](#)
- QCT: Code of Ethics for Teachers Queensland: [Code of Ethics for Teachers Qld | QCT](#)
- QCT: Professional Boundaries: A Guideline for Queensland Teachers: [Professional Boundaries for Teachers Qld | QCT](#)

Duty of Care

Supervising teachers have a legal responsibility for the physical and intellectual wellbeing of their students at all times.

However, should harm come to any student through negligence, or poor judgment on the part of any preservice teacher it might be expected that both preservice teacher and the supervising teacher could be held responsible, especially if such harm had been reasonably foreseeable by either party.

You should know the whereabouts of your supervising teacher at all times and should be able to summon him/her immediately if necessary. You should take particular care where students work with potentially hazardous materials (e.g. a sharp pencil in a student's mouth is a potential hazard). The exercise of professional judgment is at all times essential.

Policies and Ethical Guidelines

Confidentiality

Preservice teachers should exercise great caution before releasing any information obtained directly or indirectly about the people, projects or site business connected with their placement, whether it relates to specific cases or to policy matters. In particular, any information related to users of the site's services must be presumed confidential unless stated otherwise.

You must maintain confidentiality at all times and never discuss stakeholders using identifying information at home, in the classroom or online, including via Facebook, Twitter or other social media sites. Confidential information also includes intellectual property pertaining to the particular agency. If in doubt about the confidentiality of material, you should seek advice from your Liaison. You must adhere to the [Information Privacy Act 2009 \(QLD\)](#) (IP Act), and ensure you are aware of your responsibilities and obligations under this Act.

Student Information Disclosure

A situation may arise where a student at your host site discloses 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 student's confidence. The site will have a policy and procedure to follow. You must ensure you know and understand this information and report any incident to the site coordinator.

Defamation

Abuse of confidentiality and/or criticism of site personnel in a defamatory way could result in a civil court action taken against you by a person who believes he/she has been defamed.

Corporal Punishment

Corporal punishment is illegal in Australian schools.

Relationship with Students

Teachers are recognised as having a significant duty of care for all students, so the relationships established with students must be based on respect and trust, considering the best interests of the student first. It is NEVER appropriate for you to engage in a personal relationship with a student even after the placement has been completed. This would be a significant abuse of the trust placed in the site community (including preservice 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. Preservice teachers who are unsure how to act or respond in a particular situation should consult with their supervisor, site coordinator, Liaison, or contact the WIL Team. The QCT website also provides access to further resources and information on this area.

Student Presentation

It is expected that preservice teachers will present to placement well-groomed and in professional attire. Smart casual dress is usually appropriate however it is wise to be aware of the context of your environment. Some sites have strict dress codes and you would be advised to contact the site coordinator to confirm their specific requirements.

Prohibited use of substances

Alcohol consumption and other recreational or illicit drug use immediately before or during placement attendance is prohibited. It is your responsibility to ensure you have a zero blood alcohol level and haven't consumed drugs which may adversely affect your performance on placement. Smoking is only permitted in designated smoking areas.

Mobile Phones

Must be on silent or vibrate only, within a site and only emergency phone calls answered. Phones or similar devices **must not** be used to acquire images/photographs/video/audio.

Preservice teachers are not permitted to use a mobile phone or other electronic devices while attending placement, unless requested by the supervising teacher for placement activities. If you must be contactable by mobile phone (emergency only) permission must be gained from the supervising teacher or site coordinator.

Photographs or Recording

At no time can any photograph, image capture or recording be taken while attending a placement. It is an offence to take photos of minors without the express written permission and consent of their legal parents or guardians. Request clarification with the site and/or your supervising teacher, e.g., many sites have a blanket permission for the full year with each family, other sites have a policy of distributing messages to families where only families refusing permission are required to return the forms. There are several variations of how this is managed in sites.

Social Media

Social media refers to any online or mobile tool where you share information of any kind and in any format. As a preservice teacher you are not to post any information about your placement, students, the site or your fellow students or anything else related on any social media forum including private group pages. You may be dismissed from placement and possibly excluded from returning to the site if anything posted contravenes any of the laws or codes that apply.

Preservice teachers are strongly advised to exercise judgement and caution in the use of social media about their placement, as well as whilst on placement. This includes but is not limited to using mobile phones for personal calls whilst on placement, ensuring the privacy and confidentiality of the agency in the use of social media sites such as Facebook, not taking photographs for personal use during placement and ensure professional use of the internet during placement.

Media Requests

Please refer all media requests to the WIL Team. Students **must not provide any comment** to the media about the placement site, students or disclose any other information that was obtained during the course of completing your placement.

Legal Documentation Requests

Police Requests

From time to time students may be requested or required by a police officer or the courts to perform a task or provide a statement for an incident. Whilst you are required to follow all legal requirements, it is requested that you contact the Professional Experience Director in the first instance to seek advice and/or assistance when possible.

Subpoenas

All students are required to contact their Professional Experience Director in the first instance in the event they are served with a subpoena.

Site Requests

All students are required to contact their Professional Experience Director in the first instance before providing a verbal/written statement to the site in response to an incident.

Issues with Student Performance or Behaviour

While most placements proceed without incidents, it is important that all concerns are responded to in a timely manner and principles of natural justice and procedural fairness apply. Placement difficulties will be addressed by using the Professional Experience Report to ensure the placement continues and the student has the opportunity to demonstrate competence and pass their placement.

It is important to note that:

- Some issues may also be dealt with through a site's policies, grievance and complaint processes (e.g. harassment and discrimination, breach of confidentiality or privacy).
- Students are on placement at the invitation of the site and on a voluntary basis. A site may decide not to follow due process and terminate a placement immediately.

If an event or series of events occurs involving a UniSQ student while on professional placement, which in the opinion of the Supervisor requires intervention, please contact the Professional Experience Director as soon as reasonably practicable.

Related University Policies

[Student Code of Conduct Policy](#)

[Academic Integrity Policy](#)

[Student Discrimination, Bullying, Harassment and Sexual Misconduct Response Procedure](#)

[Student Grievance Resolution Policy](#)

[Work Health and Safety](#)

[Assessment of Special Circumstances Procedure](#)

[Student General Conduct Policy](#)

Roles and Responsibilities for Placement

This section outlines the role expectations of all involved in the professional experience placement. It is important that site coordinators and supervising teachers are aware of their role as well as what is expected of preservice teachers and UniSQ liaisons.

Preservice Teacher

There are expectations that all preservice teachers are required to meet. These expectations should be seen as information provided about courses, programs, assessment, and administrative procedures as identified in the UniSQ Student expectations and responsibilities policy. The role of the preservice teacher includes:

- Contacting the site coordinator and supervising teacher before commencing professional experience placement.
- Pre-planning with the site before professional experience.
- Applying appropriate professional knowledge, practice, engagement, skill and conduct while attending the professional experience.
- Engaging with the feedback provided by all teaching staff.
- Planning relevant, coherent, purposeful learning episodes as directed. Providing written plans to your supervising teacher at least 24 hours before teaching the learning episode.
- Being involved with all aspects of teaching and learning during professional experience.
- Demonstrating initiative and commitment to teaching and the profession.
- Communicating in a professional manner with all members of the community at the site and professional staff at UniSQ.
- Considering the Code of Ethics and Professional Conduct in all interactions with staff and students.
- Exercising a duty of care for all students/children and following reasonable instructions for your own safety.
- Upholding professional dress standards and behaviours especially in relation to mobile technology.
- Collecting evidence of your professional experience including observation and feedback of your teaching practice.
- Returning all resources and teaching materials and thanking all staff involved in your placement at the completion of placement or the point of withdrawal.
- Attending all required days of the placement in a timely manner. The block allocation of professional experience is scheduled for consecutive days to enable best practice opportunities for developmental learning (and to meet external requirements). Illness days should be rescheduled as urgently as possible for minimising placement disruptions and ensuring optimal opportunity to collect appropriate data for assessment requirements if/as required.

University

UniSQ is committed to providing support to sites and supervising teachers in a range of ways including professional development, university liaisons and contact with the Professional Experience Director to assist where required.

A professional experience guide is available online for pre- service teachers, sites and site staff to access at any time. This documentation is provided to support the site in understanding the preservice teacher's development and a framework for evaluating their progress.

WIL Officer

WIL Officers are the qualified administrative employees of the university who are responsible for coordinating the placement arrangements for the preservice teacher. An important element of professional coordination is fostering productive and reciprocal partnerships between sites, the university and preservice teachers. WIL Officers ensure that all professional participants (student, liaison, supervisors, and other staff members) are adequately qualified, trained, inducted and supervised to undertake the proposed professional.

WIL Officers have responsibility for the following areas:

- Developing and maintaining administrative resources to ensure best practice during the professional placement.
- Ensuring that all information has been provided to the students, sites and supervisors, with the placement arrangements confirmed in writing.
- Managing the mandatory documents associated with placements on InPlace.
- Responding to site coordinators or student queries in a timely manner.

University Liaison

The UniSQ liaison is the contact point between the site coordinator, supervising teacher, preservice teacher and the course coordinator. It is a requirement that a liaison is allocated and visits the site either physically or by virtual connection during the placement. The role of the liaison includes

- Connecting with the site coordinator prior to the placement.
- Connecting with the preservice teacher prior to the placement.
- Contacting the site coordinator on the first day of placement to confirm attendance of preservice teachers.
- Maintaining regular contact with the site to ensure the preservice teacher is achieving the goals and expectations of the placement.
- Maintaining contact with the preservice teacher to ensure they are achieving the goals and expectations of the placement.
- Observing (where possible) the preservice teacher undertaking teaching tasks and providing feedback on performance.
- Reminding the site of reporting requirements, assisting where necessary or requested.
- Reminding preservice teacher of the requirement to collect, store and upload their professional experience reports where necessary.
- Advising the placement team of any concerns as soon as they are identified.
- Supporting the site as necessary to make an At-Risk decision, thus implementing the full process.
- Completing the At-Risk forms for actioning an 'A team' member.
- Receiving and forwarding the Formal Feedback report generated by the supervising teacher to support the decision of actioning the At-Risk process.

Site Coordinators

The site coordinator is generally a member of the site or site leadership team. The site coordinator may provide both educational support to preservice teachers and administrator support to supervising teachers involved in the professional experience. The role of the site coordinator includes:

- a) Ensuring the preservice teacher is placed in appropriate learning environments.
- b) Organising the orientation and induction of the pre- service teacher.
- c) Facilitating an introduction of the preservice teacher to the supervising teacher.
- d) Allocating suitable workspace for the preservice teacher.
- e) Distributing professional experience guides to the supervising teachers or the online link to access all necessary documents.
- f) Discussing expectations of placement with the supervising teacher
- g) Monitoring the placement through conversations and observations.
- h) Conferring with the UniSQ Liaison and identifying actions required around At-Risk students.
- i) Providing support to the supervising teachers in the assessment of preservice teachers.
- j) Completing the online reporting within five (5) days of the placement conclusion and coordinating pay claims for supervising teachers.

Supervising Teachers

Supervising teachers play a critical role in the nature and quality of the professional experience placement. The role of the supervising teacher includes:

- a) Being familiar with UniSQ professional experience requirements as well as assessment and reporting requirements.
- b) Being available to speak to the preservice teacher before placement for pre-planning purposes.
- c) Preservice teachers on a supervised placement do not hold teacher registration and therefore cannot be left with students on their own (unsupervised). The supervising teacher has a duty of care to both the preservice teacher and the student. Maintaining supervision of the pre- service teacher at all times when they are engaging in teaching tasks, playground/bus duty and excursions.
- d) Providing written and verbal feedback to the preservice teacher on their progress on a regular basis.
- e) Discussing the requirements for successful completion with the preservice teacher, including demonstrations of particular skills as required.
- f) Providing learning opportunities for the preservice teacher and advising on teaching practice as required.
- g) Being available to meet the UniSQ liaison and coordinating (where possible) liaison observation opportunities.
- h) Alerting the UniSQ liaison and the WIL Team immediately should there be instances of unprofessional behaviour; excessive absences or where the preservice teacher is at risk of failing (Refer to At-Risk process) generally before Day five (5) of the placement.
- i) Completing both interim and final reports to confirm pass/ fail with the site coordinator, including the number of days in attendance.
- j) In most cases, when a preservice teacher needs to be placed At-Risk, opportunities are afforded to improve specific practices before a fail grade can be applied. The exception occurs in the case of gross misconduct where dismissal is immediate.
- k) Where the preservice teacher does not meet the requirements of the At-Risk action, they will receive a fail grade. Exceptions to the At-Risk process need to be discussed with the Professional Experience Director who can be contacted via the WIL Team.

Professional Development Opportunities for Supervising Teachers

Teachers involved in supervising preservice teachers can avail themselves of opportunities for university based professional development through a range of mediums. This section provides links to opportunities provided by the University of Southern Queensland. These opportunities also include training for supervising preservice teachers.

The University of Southern Queensland's focus on community engagement means there are a range of professional development options available to the industries in which we operate.

The University is also committed to providing opportunities for supervising teachers to advance their skills in supervising and supervising our preservice teachers and suggest the following training:

- Professional development opportunities available under the Queensland College of Teachers website at: [Professional Development for Teachers - CPD Record | QCT](#)
- Professional development opportunities available with the Department of Education and Training (VIC) found at [Information for schools | schools.vic.gov.au](#)

Placement Assessment Requirements

Reporting

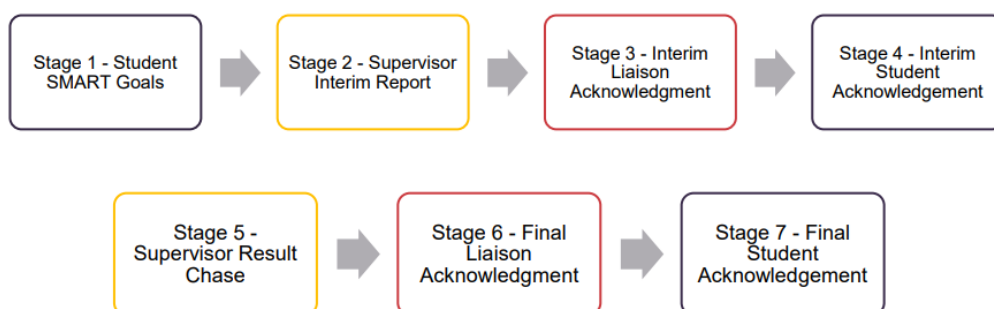
All reports are completed online and are sent out via InPlace. It is the responsibility of each preservice teacher to upload a copy of the final report to Study Desk, as part of their assessment items for the course.

Assessment Scores Evidence for the APST descriptors:

- D Developing skills and knowledge
- A Achieving skills and knowledge
- E Exceeding skills and knowledge

Preservice teachers should receive a significant majority of Achieving (A) or Exceeding (E) results in each of the respective APST sections to pass the professional experience placement. However, as a registered and experienced teacher, the university relies on your professional and considered judgement as to whether or not the preservice teacher should pass the professional experience placement. This result should be determined bearing in mind the pre- service teacher's stage of development, skills, knowledge and behavioural expectations in the progress of the Initial Teacher Education program.

Overview of stages of Professional Experience Reports Process



*items in purple to be completed by student

SMART Goals

Before the commencement of each placement the preservice teacher will be required to create professional learning goals (SMART goals) to be used as a guide throughout the placement and to best maximise the learning experience.

Learning goals will be created through the Professional Experience Report, which is sent to preservice teachers upon placement confirmation. The SMART goals are shared with the supervising teacher(s), so they can view what the preservice teacher is working towards and to provide feedback that aligns with those goals.

The professional learning goals should be manageable and formulated based on the SMART goals format (Specific, Measurable, Achievable, Relevant, Time-phased).

SMART goals should be revisited and reshaped as the preservice teacher moves through the professional experience placements in their program and can also be included towards the teacher portfolio to demonstrate professional growth and future needs to transition into the profession.

Interim Survey

The Interim Survey is sent to the supervising teacher(s) on the first day of each placement and is due to be completed by midway through the placement. The survey is submitted to the University to indicate the preservice teacher's progression to date and the required ongoing level of support.

The liaison and preservice teacher are required to review and acknowledge the interim survey once it has been completed by the supervising teacher(s). The Interim Survey activates additional and at-risk support process if required.

Final Report

The Final Report is used by the supervising teacher to provide feedback on the placement. This final report is mapped to the Australian Professional Standards for Teachers (APSTs), in line with what you are expected to know and do at the conclusion of each specified professional experience.

The Final Report is completed at the end of each placement and the supervising teacher submits the report online. It is the responsibility of the supervising teacher to ensure that this is completed within 5 days of the placement completion. The online final report will be emailed to the supervising teacher approximately 3 days prior to the placement end date.

The liaison and preservice teacher are required to review and acknowledge the final report once it has been completed by the supervising teacher(s).

The WIL team will send a reminder email to sites to request the finalisation of the final report. It is however the responsibility of the preservice teacher to ensure the online final report is finalised so a copy can be submitted to StudyDesk as part of their assessment items for the course. Preservice teachers must also retain a copy of their Professional Experience Report for each placement to be used for teacher registration and future employment.

Additional Support

A preservice teacher may be identified as requiring additional support by the supervising teacher, liaison and/or site coordinator. Additional support is initiated by the UniSQ Liaison to enhance your experience and performance whilst on professional experience and to focus on areas that may require some improvements or refinement.

At-Risk – Action Required Process

Should the supervising teacher, UniSQ Liaison and/or site coordinator identify that a preservice teacher is at risk of failing the professional experience placement, the At-Risk process must be followed.

This formal process is activated through the interim survey, generally by midway through the professional experience placement to give time for the preservice teacher to engage with any feedback.

The At-Risk process is as follows:

- Following regular feedback (copies kept by supervising teacher) and completion of the Interim Survey, the supervising teacher will identify concerns with the performance of the preservice teacher.
- The supervising teacher, in collaboration with the UniSQ liaison, will document the areas of weakness on the At-Risk Form and forward it to the Professional Experience Director. A copy is kept by the preservice teacher and the site.
- The UniSQ liaison may be required to support the site to make the final decision.
- The At-Risk form ensures all participants understand the entire process.
- The Liaison, in consultation with the Professional Experience Director, will provide targeted additional support to the preservice teacher and supervising teacher during the at-risk period.

The preservice teacher will pass/fail the professional experience based on their level of competency adhering to the originally determined placement dates. No additional time is provided to improve the decision.

Preservice teachers may be required to observe others in practice or be observed as part of the At-Risk process.

A preservice teacher will be awarded a pass for the professional experience when they have made improvements that meet the standard requirements of the placement in the identified areas and also meet the requirements of the professional experience in the required number of days.

A preservice teacher will be awarded a fail for professional experience when they have not demonstrated adequate improvement and/or not attended the required number of days. The preservice teacher will fail if they withdraw or the site concludes the experience by withdrawing the *offer* of a place. The preservice teacher then ends the placement as professionally as possible.

The 'A Team' Liaison may assist the conclusion of the placement and allow the preservice teacher to exit as gracefully as possible and thank the site for their support.

A breach of the site's code of conduct or a determination of unprofessional behaviour may result in the university or the site advising of an immediate withdrawal from the site. This will result in an immediate fail grade and does not require the usual attendance of the 'A Team' liaison.

The At-Risk Form is a part of the process and the documentation by the supervising teaching, including copies of written feedback and the formal feedback report, are all evidence of performance. It is imperative that the professional judgement of At Risk is defensible and the At-Risk process assists in documenting the preservice teacher's weaknesses and areas requiring improvement.

The preservice teacher should receive an honest appraisal to inform their decision to commit themselves to a career in teaching and what constitutes sufficient time to make improvements.

Preservice Teacher role in the Additional Support and At-Risk process

If a preservice teacher is identified as requiring additional support or being "at-risk" of failing, a meeting must be arranged with the UniSQ liaison, supervising teacher/s, and site coordinator to offer feedback and support.

- At this meeting, the preservice teacher will be notified of their situation and all areas of concern will be identified in writing.
- Parties will then work together to identify actions or strategies to support the preservice teacher and help them improve their skills, behaviours, and practices in the required areas.
- It is the responsibility of the preservice teacher to undertake to improve and demonstrate sufficient improvement to be considered for a passing grade.
- It is important that the preservice teacher accepts all additional support offered.

Placement Results

Once the Professional Experience Report has been completed by all required respondents it is the preservice teacher's responsibility to download the PDF version of the report and submit it to their StudyDesk for grading.

As highlighted in the professional experience requirements, the preservice teacher must complete a minimum number of days for registration.

2025 Student Placement Declaration

This document is a mandatory pre-placement document for all students enrolled in a placement course with the University of Southern Queensland. This document is a summary of your responsibilities to UniSQ and our sites prior to, during and after your placement. Please tick each box to acknowledge that you understand and will fulfill these requirements. Complete the signature and witness section and submit this declaration via [InPlace](#).

Overarching requirements are:

- meeting the academic pre-requisites (including Blue Card requirements) for the placement course
- ensuring you are enrolled in any placement courses for the relevant period of study
- checking student emails and other communication channels regularly

To prepare for my placement **prior to placement release**, I understand that I must:

- Submit my mandatory documents and Request to Source Placement Information by the deadlines provided and ensure they remain current during for my placement timeframe.
- Declare any perceived, potential or actual conflicts of interest.
- For insurance purposes, declare any pre-existing medical conditions that could affect my safety during placement.
- Acknowledge that I may not be given a placement at my preferred location and that I may be required to travel more than 1 hour to attend placement.

To prepare for my placement **after placement release**, I will:

- Organise leave, personal commitments, my UniSQ Placement Uniform (optional) and ID Card etc.
- Ensure I am familiar with the insurance and emergency contact information.
- Contact my supervising teacher to introduce myself and ask any preparatory questions.

During and after my placement, I will:

- Present professionally with my student ID card and Blue Card.
- Abide by professional expectations, codes, standards and practices for my discipline.
- Notify my Supervisor, Site Coordinator, Liaison and UniSQ WIL Team of any absences.
- Report any incidents while on placement as per the UniSQ guidelines.
- Keep copies of all my placement assessments and timesheets.
- Notify the WIL Team of any make-up requirements.

- I declare that I have read and understood the information outlined in the Placement Guide and Placement website.
- I declare that I have read the UniSQ [Student Code of Conduct Policy](#) and agree to uphold all student expectations stated.
- I understand that I need to contact the Work Integrated Learning (WIL) Office if I am unable to meet the obligations for placement at any stage of my course progression.
- I understand and accept that I may be unenrolled from a placement course if I do not meet the mandatory document requirements within the timeframes required.
- I understand and consent to the University providing relevant personal/health (including mandatory document) information about me to placement facilities as necessary for placement purposes only.
- I understand that I must notify the Placement Coordinator of any written notices issued by the accrediting body or associated bodies of my program of study as soon as I am notified of such a notice.
- I understand and accept my student responsibilities as outlined in the Placement Guide.
- I understand that failure to meet the Inherent Requirements (allowing for reasonable adjustments where possible) may mean that I am not accepted for clinical placement and that this will prevent my progression and completion of my chosen program.

Student Name: _____

Student Signature: _____

Date: _____

Appendices



2025 Undergraduate Professional Experience Matrix

Bachelor programs (Early Childhood, Primary, Secondary)

The sequence of courses with embedded professional experience is shown vertically by specialisation. The Bachelor of Early Childhood (BECH) a 3-year qualification that is accredited with ACECQA. The Bachelor of Education programs (Bachelor of Education (Early Childhood) (BEED), Bachelor of Early Childhood (BECH) and Bachelor of Education (Secondary) (BSED)) allow graduates to be eligible to apply for teacher registration with relevant teaching authorities, and the BEED is accredited with both QCT and ACECQA.

At UniSQ, professional experience is a requirement for a course and the specified number of days are stated in the course specification. The Professional Experience Calendar indicates the structure and timing of placements. The placement is an assessable item which is composed of both contextual, academic, and practical components. Successful completion of both LANTITE tests is required prior to graduation and EDU4100 with the GTPA occurs in the final year of the program.

	BECH	BEED (Early Childhood)	BPED (Primary)	BSED (Secondary)
Year 1	EDU1100 10 days: Prep-2 2 week block; School T2, T3	EDU1100 10 days: Prep-2 2 week block; School T2, T3	EDU1100 10 days 2 week block T2, T3	EDU1100 10 days: one or both teaching discipline areas 2 week block T2, T3
Year 2	EDU2199 (First offer T1, 2025) 15 days: Kindy (RT - Centre) Standalone Kindy or attached to Early Childhood centre 3 week block T1	EDU2199 (First offer T1, 2025) 15 days: Kindy (RT - Centre) Standalone Kindy or attached to Early Childhood centre 3 week block T1	EDU2100 (First offer T1, 2025) 15 days 3 week block T1, T3	ESP3100 (Last offer T2, 2025) 15 days: in either teaching area 3 week block T1, T2
	EDU2299 (First offer T2, 2025) 15 days: 3-5y Early Childhood centre T2	EDU2299 (First offer T2, 2025) 15 days: 3-5y Early Childhood centre T2		EDU2100 (First offer T1, 2025) 15 days: in either teaching area 3 week block T1, T2
Year 3	ECF3100 (Last offer T2, 2025) 15 days: Birth-35 months 5 compulsory days and 2 week block Early Childhood centre T1, T2	ECF3100 (Last offer T2, 2025) 15 days: Birth-35 months 5 compulsory days and 2 week block Early Childhood centre T1, T2	EPP3100 (Last offer T1, 2025) 15 days at the start of the school year in Jan/Feb 3 week block T1 only	EDU3100 (First offer T3, 2025) 15 days: in either teaching area 3 week block T1, T3
	ECL2200 (Last offer T2, 2025) 15 days: Prep – Year 2 3 week block; School T1, T2	ECL2200 (Last offer T2, 2025) 15 days: Prep – Year 2 3 week block; School T1, T2	EPP3200 (Last offer T2, 2025) 15 days 3 week block T1, T2	EDU3200 (First offer T1, 2026) 20 days; in either teaching area 4 week block T1, T2
	EDU3199 (First offer T1, 2026) 10 days: Birth-35 months 5 compulsory days over 2 weeks and 1 week block Early Childhood centre T1	EDU3199 (First offer T1, 2026) 10 days: Birth-35 months 5 compulsory days over 2 weeks and 1 week block Early Childhood centre T1	EDU3100 (First offer T3, 2025) 15 days 3 week block T1, T3	
	EDU4199 30 days: Birth–5 years old or other approved contexts 6 week block Standalone Kindy or attached to Early Childhood centre T3	EDU3200 (First offer T1, 2026) 20 days 4 week block; School T1, T2	EDU3200 (First offer T1, 2026) 20 days 4 week block T1, T2	
Year 4		EDU4100 (GTPA) 25 days: Prep – Year 3 (with preference for Prep – Yr 1 and exposure to upper primary by observing at least one lesson in Yr 4 - Yr 6) 5 week block Return to any previous school T1, T2	EDU4100 (GTPA) 25 days: P-Yr6 5 week block Return to any previous school T1, T2	EDU4100 (GTPA) 25 days: with preference for major area 5 week block Return to any previous school T1, T2

Checklist for Successful Professional Experience

Checklist for Supervising Teacher

Being a supervising teacher with a focus on a successful professional experience requires preparation before the preservice teacher arrives, support when they are working with you and finally, assessment of their progress. This section will assist you in providing a meaningful experience for the preservice teacher with minimal disruption to your usual practices.

Prior to Professional Experience

- Meet with the preservice teacher either in person or via phone/email and:
- Outline expectations and responsibilities within the class and the site.
- Outline routines that you expect and behaviour management policies.
- Provide details for pre-planning including class demographics and specific learning needs of students.
- Discuss the implications of student learning needs with the preservice teacher to support their preparation.
- Be familiar with the requirements of professional experience.
- Be familiar with the assessment and reporting requirements.
- Be in contact with site coordinator and UniSQ liaison.

During Professional Experience

- Remain in contact and provide updates to the site coordinator and UniSQ liaison.
- Provide guidance and feedback on lessons that are provided at least 24 hours before learning episodes are undertaken.
- Provide feedback for learning episodes that the pre- service teacher undertakes (observation forms are available via the online site)
- Discuss requirements of successful completion of the professional experience with the preservice teacher as early as possible during the professional experience.
- Provide support around the collection of evidence of their professional practice.
- Do not leave the preservice teacher unattended whilst teaching or on duty.
- Involve them in all your classes and activities and provide feedback on their observations.
- Complete the Formal Feedback report and advise the site coordinator and liaison of enacting the At-Risk process if this is necessary.
- A UniSQ liaison may visit and observe practice of the preservice educator and to discuss progress (utilising Formal Feedback report).
- If the preservice teacher has breached any site, department or the UniSQ Codes of Conduct please notify the Site coordinator and UniSQ Liaison immediately. This may result in immediate dismissal from the site.

After Professional Experience

- Remind the preservice teacher to return all resources that were borrowed or loaned.
- Complete the final professional experience report and provide a copy to the site coordinator and the preservice teacher prior to the preservice teacher's departure.
- If you have any concerns with the program, please contact the Course Coordinator to provide feedback for continuous improvement.

Checklist for Preservice Teacher

It is important as a preservice teacher that you are aware of your own and 'others' roles and responsibilities towards making the professional experience a success.

To define your professional experience as successful you need to consider the following:

- Did you engage in pre-planning with your supervising teacher?
- Have you met all the expectations listed above from the university?
- Did you complete all tasks and show initiative?
- Did you show your teacher your learning episode planning a minimum of 24 hours before you taught?
- Did you dress appropriately?
- Did you consistently interact professionally with all staff and students,
- Did you take on board all appropriate feedback and modify your practice?
- Did you take a range of written observations of your supervising teacher and others? Did you apply these ideas in your own practice?
- Have you collected evidence of your practice for inclusion in your portfolio?
- Did you return all resources and thank your teacher? The importance of being a responsible, ethical and professional preservice teacher needs to be emphasised.

Remember you are not just representing yourself but also representing the university.



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