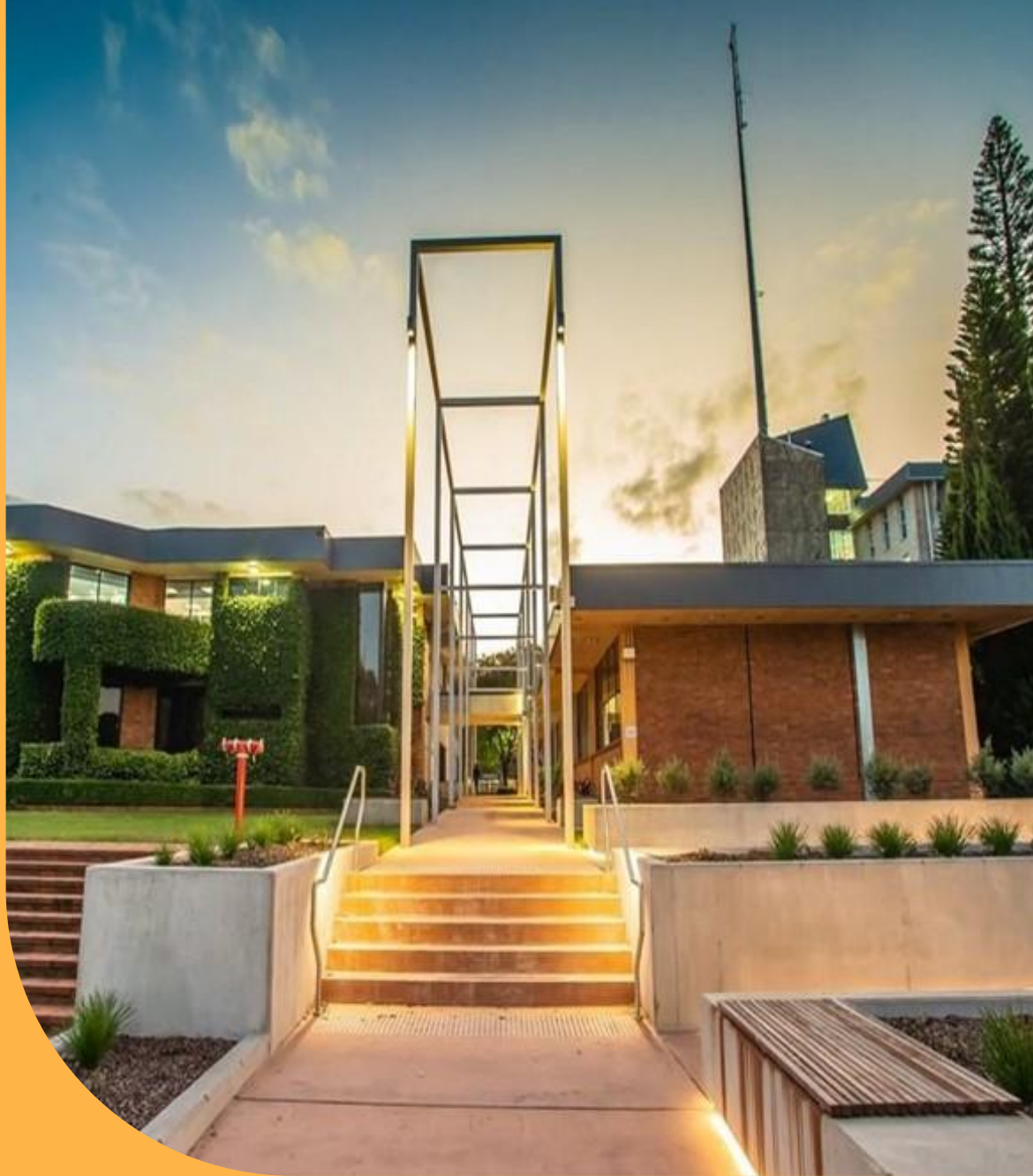




University of
Southern
Queensland



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2026 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.

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

Whom to Contact for Placement Questions

Your first point of contact for any placement-related queries should be either the **WIL Team** or the **Academic Team**, depending on the nature of your question. Students are expected to demonstrate professional and collegial communication when engaging with university staff and key stakeholders. All interactions should reflect respect, clarity, and accountability, consistent with standards of professional practice.

The Work Integrated Learning (WIL) Team

The WIL Team includes WIL Officers and Support Staff based in Toowoomba, Ipswich, and Springfield. They are responsible for:

- Coordinating with sites and academics to source and allocate placements
- Reviewing and verifying mandatory placement documents
- Sharing key deadlines and placement updates

They can assist with questions or issues you have while preparing for or attending placement. You can reach them via iConnect, online chat, phone, or email.







Academic Team

The Academic Team are members of the School of Education and Creative Arts who works in partnership with the Work Integrated Learning Team. They can help with:

- Performance-related concerns or professional issues during placement
- Discussing non-compliance with mandatory requirements
- Responding to site concerns about safety, professionalism, or ethics
- Course requirements and placement guidelines

For any academic or performance questions relating to your Professional Experience you can contact your assigned UniSQ Liaison Officer, the Professional Experience Director or your Course Coordinator. Refer to the table below for further information.

Placement Contacts – Whom to Contact and When

Scenario	Whom to Contact	Examples of Questions	Contact Method
General placement queries and support, document submission, allocation updates, make up hours,	WIL Team (Work Integrated Learning)	<ul style="list-style-type: none"> • How do I submit my placement documents? • What are the key deadlines? • Can I change my placement dates? • I haven't received my placement confirmation. • What happens if I don't meet mandatory requirements? 	 Email: support@unisq.edu.au  Chat: https://www.unisq.edu.au/current-students/support/contacts  Phone: (07) 4631 2285
Academic or professional concerns during placement (Academic Team)	UniSQ Liaison Officer (First Point of Contact: For any questions or concerns during your placement. They are your primary support for placement-related issues.)	<ul style="list-style-type: none"> • I'm having issues with my placement supervisor. • I need to discuss professionalism or safety concerns. • Questions regarding placement requirements and guidelines. • "I'm having difficulty meeting the expectations at my placement site—what should I do?" • "There's a serious conflict at my placement site; can you advise on formal procedures?" • "Can you clarify the process for submitting my interim report?" 	 Contact details can be found against your allocated placement on InPlace.
	Course Coordinator (For questions about course content, assessment tasks, or academic requirements, contact your Course Coordinator.)	<ul style="list-style-type: none"> • Questions regarding grades for a placement course. • "Can you explain the marking criteria for the professional experience report?" • "What happens if I need an extension on an assessment due to placement commitments?" 	 Email: Please contact the Course Coordinator for your specific placement course. These details will be listed in the course StudyDesk or course profile.
	Professional Experience Director (If your Liaison is unavailable or the matter requires escalation)		 Email: PE-Convenor@unisq.edu.au

Placement Course Specifications

The course specifications provide information about each course approved for the University's teaching program. Download your course specification and become familiar with what you must do 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 via iConnect. Further information about your placement courses can be found in the [UniSQ Handbook](#) and on the StudyDesk sites.

Program Placement Requirements and Structure

Professional Experience is embedded within each of the Education Programs and is one of the two programs 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 preservice teacher at a site for the purposes of gaining practical experience in the profession of their study.

Work Integrated Learning (WIL) 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 preservice teachers for the purposes of enhancing their work readiness.

Site Coordinator: Suitably qualified individual who has been nominated by the site to coordinate and negotiate placement between all parties involved. They are the initial contact within the site for all placements arranged by the University

Supervising Teacher: A suitably qualified individual who has been nominated by the site to supervise the preservice teacher 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 to 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, preservice teacher logbooks), accessed via [inplace.unisq.edu](#).

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

Mandatory Document Requirements and Resources

Professional Experience Calendar

The [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 [Teacher Education Hub](#). This document provides you with all the key dates that need to be adhered to, to ensure your placement allocation and commencement goes smoothly.

These include:

- ✦ when mandatory documents must be updated for each trimester
- ✦ when important personal information must be submitted on [InPlace](#) for each course
- ✦ 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.

Teacher Education Hub

The [Teacher Education Hub](#) is where you will find all the forms, links and information you require to prepare for your placements. It can be found with your other StudyDesks or under 'My Courses' on UConnect under 'Other'. Preservice teachers are expected to access this information upon commencement of study in the program and ensure that they plan their enrolment in placement courses and submission of mandatory documents to enable them to be allocated placement in the nominated study period of enrolment. It is important that you use this site to assist with your organisation, preparation and support your success.

Mandatory Document Information

Submitting accurate and complete mandatory documents is compulsory for your eligibility to attend placement at UniSQ. These documents ensure compliance with university policy, contractual requirements imposed by placement agencies, and help maintain the safety, quality, and integrity of the placement experience.

As a student, you are responsible for uploading and maintaining current documents via [InPlace](#) before each placement. Failure to meet submission deadlines may result in delays, cancellation of your placement, or removal from the placement course. Submitting fraudulent or misleading documents may lead to misconduct investigations or have serious consequences for your progression in the course.

These mandatory documents you provide will contain your personal information, including your name, date of birth, contact information or unique identification numbers as well as sensitive personal information including health, vaccination or financial information. This information is collected to verify your readiness for placement and is accessed by authorised internal staff including the WIL Team and Placement Coordinator and may be disclosed to relevant third parties outside of the University who may also require access to the information such as staff at placement facilities or support providers. If you do not provide this information we may not be able to facilitate your placement. 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. UniSQ's Privacy Policy and Procedure contain information about how you may access or correct the personal information we hold about you, and how you can make a privacy complaint, and UniSQ will deal with such complaints in accordance with its applicable policies and procedures. For more information about how we use, disclose and handle your personal information please consult our Privacy Policy and Procedure. For more information about how personal information is managed, or to raise a privacy concern, please contact rti-privacy@unisq.edu.au.

To support your placement readiness:

- From your commencement in the program begin preparing documents, especially those requiring extended timeframes (e.g. Blue Card). Please refer to the [mandatory document and pre-placement requirements](#).
- Upload documents as they are completed or updated to [InPlace](#)
- Refer to the Placement Hub for discipline-specific requirements and guidance.
- Be aware of the important timeframes and deadline to submit mandatory documents
- Monitor expiry dates and update documents as needed.
- Contact the WIL Team promptly if you encounter any issues that may affect your ability to meet document deadlines.

Being proactive with your document submissions is critical to ensuring a smooth and successful placement experience. The WIL Team is available to assist you throughout this process.

InPlace – UniSQ Placement Management System

InPlace Overview

InPlace is UniSQ's cloud-based system for managing professional placements. Once you enrol in your first-year courses, your InPlace profile is automatically created overnight automatically. You can log in using your UniSQ credentials. [InPlace](#) can also be accessed via a link on your program's Placement Hub.

What You'll Use InPlace For

- **Upload Mandatory Documents** for verification
- **Submit Personal Information** including placement preferences, special considerations, and facility expressions of interest
- **View Placement Allocations** and confirmation status
 - *Your placement status on InPlace is not linked to your academic results or graduation eligibility so please do not be alarmed if the status is not updated as soon as you complete the placement.*

Support Resources

A 10-minute video and written instructions are available on the [Teacher Education Hub](#) to guide you through uploading documents, submitting personal information, and navigating InPlace.

Tips for Using InPlace

- **Document Verification:** Upload documents via the 'My Details' page. The WIL Team will be notified to review them.
- **Follow-Up:** Revisit InPlace after a few days to check the verification status or review comments in your To-Do list if documents have been rejected.
- **Document Expiry:** Regularly check the 'My Details' page of your InPlace profile 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 and should not be relied upon as your primary notification to renew a document.
- **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. Preservice teachers should not attend placement until the details are confirmed and released on InPlace.

Placement Eligibility

For preservice teachers to be eligible to attend placement they must:

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

Pre-requisite Course and Enrolments

Before enrolling in placement courses, preservice teachers must review the course specifications to understand the placement requirements set by the University and/or accrediting body. Some placement courses must be completed in sequence and cannot be taken concurrently unless explicitly stated in the program progression.

Preservice teachers must meet all academic pre-requisite requirements before commencing or continuing placement. Incomplete results for theory courses do not meet pre-requisite requirements. Preservice teachers may begin placement with an incomplete result for a pre-requisite placement course. However, if a preservice teacher fails a pre-requisite course after starting placement, they will be withdrawn from placement, and any completed hours will not be counted.

Late enrolment or failure to submit mandatory documents on time may prevent placement from being sourced or allocated within the enrolled study period.

Support and Enquiries

For questions about course progression or pre-requisites, refer to the UniSQ Pre-Requisite procedures or contact iConnect or the UniSQ Enrolments Team.

Inherent Requirements

Each degree at UniSQ includes inherent requirements—core skills, knowledge, and capabilities essential to achieving the learning outcomes and maintaining academic integrity. It is assumed that when a student enrolls in a placement course that they meet the program's inherent requirements. Should a student's circumstances change, and they no longer meet inherent requirements, they can expect significant impact to their ability to attend clinical placement or advance in their program.

Inherent requirements specific to your program are listed in the [UniSQ Handbook](#). Please review and understand these requirements before enrolling in a placement course. For support or questions, contact the [Accessibility and Disability Support Team](#).

Fitness for Placement

Concerns regarding fitness to practice may arise from, but are not limited to:

- A health condition or disability (chronic or temporary) that affects your ability to undertake placement or professional practice.
- Failure to meet, or disregard for, compliance requirements set by UniSQ, the placement site, or the profession.
- Incomplete or failed pre-requisite courses for the placement course(s).
- Conduct or performance that does not meet professional standards.

If you have a chronic or acute injury, illness, condition, or any other factor that may affect your ability to engage in placement or practice in your profession, you must notify the WIL Team as early as possible before placement allocation. Depending on your circumstances you may be required to provide a Fitness for Practice certificate signed by a medical practitioner before commencing placement.

Personal circumstances such as changes in health, family, financial, or legal situations may affect your ability to meet program requirements. If your situation changes, contact your Program Director to discuss your fitness for placement. All information will be handled discreetly. You may also seek confidential advice from the Accessibility Advisor and Disability Support team via disabilitysupport@unisq.edu.au.

Reasonable Placement Adjustments for Academic Progression

UniSQ is dedicated to providing an inclusive learning environment for preservice teachers with disability, injury, mental health, or medical conditions that may impact their ability to study. This includes making reasonable adjustments to support preservice teachers in completing their degree. If you have a health condition or disability that may affect your ability to undertake placement, contact the Equity and Diversity office as early as possible. In some cases, the University may need to share relevant personal information with a placement site to determine whether a suitable placement can be provided. Any information shared will be handled discreetly and in accordance with UniSQ's privacy policy.

Preservice teachers with a disability who require alternative academic, or placement arrangements should seek advice from the WIL Team. If you already have a Learning Support Plan, it may need to be reviewed in consultation with the Program Director and/or Academic Team to ensure it aligns with placement requirements. All adjustments are made in accordance with the UniSQ *Students with a Disability Policy and Procedure*, which can be accessed [here](#).

Before Placement Allocations are available

Inform the WIL team of your circumstances

As part of the placement allocation process, you must submit any relevant personal information via [InPlace](#). This includes your location during placement, any extenuating circumstances, conflicts of interest (COI), and other details that may affect placement suitability. This information is mandatory and should be submitted promptly after enrolling in a placement course. Early submission allows the WIL Team to start the process of finding suitable placement locations for you promptly. Delays in submission may significantly impact the allocation timeline and your course progression.

WIL Officers use the 'Student Information Required' section in InPlace to guide placement decisions and will aim to allocate you within one of your suggested sites or regions, or within one hour of your listed location on InPlace. However, placement availability is limited and competitive across Queensland universities. As a result, allocation to suggested sites may not be possible, and you may be required to travel or attend placement in a location outside your nominated location.

Special Consideration

A special consideration refers to pre-existing circumstances that may affect your ability to attend placement at a specific time or location. To be considered, you must submit a request via [InPlace](#) with supporting documentation in line with the [Assessment of Special Circumstances Procedure](#). **Requests must be submitted by the due date listed in the *Important Date* document for the period of study in which placement is being completed.**

- ✦ 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 submit a special consideration request by the deadline, you must be prepared to attend the placement allocated to you. If you notify the WIL Team of an ongoing or pre-existing circumstance after your placement has been confirmed, you will need to complete additional steps to request a change. Providing advance notice is the best way to ensure you receive a suitable placement. If your request does not align with the Special Consideration policy, please include any relevant details in the Additional Information section on InPlace.

Pregnancy

If you become pregnant during your studies, you may need to adjust your enrolment or placement schedule depending upon your circumstances. 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. You are discouraged from commencing placement within six (6) weeks before or after their estimated due date.

A special consideration request can be submitted via [InPlace](#) and must include a letter from your doctor confirming your estimated due date and fitness to undertake placement. The WIL Team will review your request and work with you to find a suitable placement option. If you wish to commence placement six weeks post-partum, you must also provide documented clearance from your medical practitioner confirming your fitness to do so.

Variation to Professional Experience Placement (Change of Date)

Professional Experience placement is a mandatory component of designated courses and is essential for completing related assessment tasks. Professional Experience dates are scheduled to align with course content, enabling preservice teachers to apply theoretical knowledge and gather evidence for assessment.

- Preservice teachers must not enrol in a course with a Professional Experience placement during a study period in which they cannot meet the placement requirements.
- Additional courses taken in the same study period are not obligated to accommodate placement commitments when considering extension requests. Following your recommended enrolment pattern can help avoid assessment conflicts.
- Requests to vary placement dates will be reviewed by the WIL Team and/or Professional Experience Director in accordance with the UniSQ Assessment Policy. Supporting documentation that meets policy criteria is required. Requests without valid evidence may be declined and could delay program progression.
- All variation requests must be submitted in writing to WIL@unisq.edu.au as soon as possible after enrolling in a placement course. Requests submitted after placement allocation may not be approved and could delay the start of your placement.
- Students must not negotiate their own change of date with the school. All changes must be approved through the official process.

Conflict of Interest

You must disclose any real, perceived, or potential conflict of interest (COI) to the WIL Office via your [InPlace](#) profile. This includes, but is not limited to being allocated to a site:

- where you currently work.
- where the only qualified supervisor is your colleague or superior.
- involves a current or past relationship with the supervisor.
- where a spouse/partner/family member (children or sibling)/close friends employed.
- Where you currently or recently held employment in any capacity e.g. teacher aide, sport coach, administration, casual teacher).
- where you or a family member was previously a preservice teacher in the last 5 years.
- any other situation that may affect impartiality or professional boundaries.

You must also disclose any COI that may impact your ability to successfully meet academic or practical requirements of the placement, including financial interests, affiliations with organisations, political parties and / or ideologies, or religious groups and / or ideologies that may influence clinical or academic decisions.

Not declaring a COI can result in removal from a placement or delayed allocation. Declaring a COI helps the WIL Team source appropriate sites and, where possible, use existing relationships to support placement arrangements. Do not attempt to manage or negotiate a placement directly with a school. All COI disclosures and related decisions must go through the official UniSQ process.

Payment for Placement

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

Rural and Remote Placements

Rural and remote placements are exciting and valuable opportunities for preservice teachers as they provide a chance to work with and understand different cultural groups, and expand knowledge, skills and capabilities resulting in increased confidence. They also provide an opportunity to be involved in the community, and experience tourism opportunities in places preservice teachers otherwise might not visit.

If you are interested in a rural or remote placement, indicate this in the 'Location During Placement' or 'Site Suggestion' section on InPlace. These placements require additional time to arrange, so notify the WIL Team as early as possible.

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. NSW placements in State School settings must be arranged by the WIL Team and cannot be organised independently.

Please note that in some cases, the WIL Team may need to investigate implications of an overseas placement on the program accreditation. For further information, 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 preservice teachers and placement sites, starting well before the study period begins. Preservice teachers may be required to complete placements across several sites or disciplines to gain a breadth of experience. All preservice teachers must complete placements across at least two different sites during their program.

If you work at a site, you must advise the WIL Team as soon as possible, as this may affect your placement allocation. **Placement sourcing will not commence until you are enrolled in a placement course.**

Once you have completed the 'Student Information Required' section on [InPlace](#), the WIL Team begins requesting and allocating placements based on the information provided. Placement opportunities are sourced by the WIL Team. You must not source your own placements unless this is specified in the course specifications or approved by the Professional Experience Director. If you know of a potential placement or have a site suggestion, submit it via the InPlace 'Site Suggestion' section. Do not contact a site directly without written approval from the Professional Experience Director or WIL Officer.

Placements are released on [InPlace](#) once all mandatory compliance requirements have been verified and in accordance with the Student Placement Communication Flow Chart on the [Education placements website](#) for each period of study if a suitable placement opportunity has been successfully sourced. Release occurs in two stages:

- **Bulk Release:** If your placement site has confirmed, details will be released on the advised date.
- **Rolling Release:** If you are compliant, your placement will be confirmed and released as soon as it is offered after the bulk release date.

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 preservice teachers 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 location. 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

Preservice teachers are notified of their placements 3 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 communication between UniSQ students and site staff must be conducted via your UniSQ email account. It is your responsibility to regularly check your UniSQ email, StudyDesk, and [InPlace](#) to stay informed about your placement allocation and to meet all related responsibilities promptly.

For placement-related queries, contact the WIL Team via 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, preservice teachers 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 preservice teachers will be advised in writing of the outcome to their student email address.

Kindy Funded Placement

A Kindy Funded Placement allows students who are the designated kindergarten teacher, and whose absence would affect their centre's funding, to complete their placement at their current workplace in a paid role.

Before applying, you must first speak with your administrator or director to confirm you meet the eligibility requirements. Centres without a current waiver from their governing body (e.g. Queensland Department of Education) are not eligible.

To apply, please email the below documents to the WIL team via WIL@unisq.edu.au:

- A letter from your Centre Director outlining the situation
- Temporary Waiver form from the appropriate department
- Your current employment contract, including the start and end dates, and whether the position is part-time or full-time.
- The name and details of your nominated school mentor, who will be responsible for completing placement reports and conducting lesson observations

After Placement Allocations are Available

Placement Acceptance

Preservice teachers are expected to attend any reasonable placement allocated by the WIL Team. A student's failure to attend, withdraw, or cancel a placement without sufficient notice may result in administrative withdrawal from the placement course. You will then need to re-enrol in the next available offering. Late withdrawals or cancellations may incur academic or financial penalties. Refer to the UniSQ Academic Calendar for key dates, including Census Date.

Preservice Teacher Responsibilities

Preservice teachers are responsible for all aspects of attending their placement. This includes:

- Making arrangements to attend the allocated placement, if changes cannot be made
- Organising childcare
- Covering costs for travel, parking, and accommodation
- Adjusting personal work commitments to prioritise placement
- Submitting bursary or funding applications if applicable
- Contacting the International Office to confirm visa conditions (for international students)

Placement Appeal

Preservice teachers experiencing exceptional circumstances may request a variation to their placement by submitting a placement appeal by emailing WIL@unisq.edu.au. All appeals must comply with the [Assessment of Special Circumstances Procedure](#) and be supported by relevant documentation, which may include:

- Medical certificates
- Employer letters
- Statutory declarations
- Other relevant official documents

The WIL Team will not change or reallocate placements unless the placement is cancelled by the provider due to unforeseen circumstances, or a valid placement appeal is approved. Submitting an appeal does not guarantee a change, and you may still be required to attend your original placement.

Scholarships and Bursaries

UniSQ offers 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 preservice teachers 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](#) for more information about available scholarships, bursaries and the eligibility criteria.

The [Regional Professional Experience Grant](#) and [Beyond the Range Grant](#) provide additional financial support for students completing professional experience in rural, remote, or regional locations. These grants aim to help cover travel, accommodation, and living expenses associated with placements far from home. Eligibility criteria and application details can be found on the UniSQ Scholarships website.

In addition, the Commonwealth Prac Payment (CPP) is a new Australian Government initiative that provides financial support to eligible nursing, midwifery, teaching, and social work preservice teachers during mandatory placements. Starting July 2025, eligible students may receive \$331.65 per week to help offset placement-related expenses. For more information on the initiative or eligibility criteria, please refer to UniSQ [Commonwealth Prac Payment](#) website

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 start and end dates
- Physical address, supervisor name, and contact information
- Time and location of your first meeting
- Any pre-placement paperwork or reading requirements
- Daily schedule, including start/end times and break periods (may be confirmed on your first day)
- Expected duties, responsibilities, and learning opportunities (may also be discussed on your first day)
- Dress code requirements specific to the site
- Confirmation that the supervisor will complete an evaluation form to be shared with you and the Site Coordinator
- Please notify the WIL team if you do not receive an induction or orientation on your first day of placement

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](#).

Attendance Expectations

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

Preservice teachers' health and wellbeing are a priority. If you are unwell or not fit to practice, you must stay home and follow the site's absence procedures, including notifying your supervisor via email, phone, or text.

Absences are only accepted for illness or extenuating personal circumstances. If you are absent during placement, you must immediately notify:

- The placement site via their preferred communication channel
- Your Liaison
- The UniSQ WIL Team (WIL@unisq.edu.au)

Absence Requirements:

- Absences of three days or more require a medical certificate or statutory declaration (whichever is appropriate) be submitted to the WIL Team within 10 working days of the absence via email (WIL@unisq.edu.au).
- Failure to meet these requirements may result in a **Fail – Not Participate** grade, unless approved by the PEx Director under extenuating circumstances.

Prolonged Absence

If you experience a prolonged absence for valid reasons (such as illness or injury) you must provide a medical certificate confirming you are fit to return before resuming placement. You will receive an IDM (Incomplete) grade until the placement is completed, which may affect your progression and graduation timeline.

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 via WIL@unisq.edu.au 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.

Reasonable Adjustments to Allocated Placements

Requests for placement extensions or flexible arrangements must be discussed with and approved by the PEx Director. If your circumstances change during placement, notify your Liaison immediately to develop an appropriate action plan.

Placement reallocation will only be considered if deemed necessary by the PEx Director for valid reasons.

Preservice Teacher Initiated Placement Withdrawal

Preservice teachers must consult with their Liaison and inform the WIL Team before withdrawing from placement. This discussion is essential to determine appropriate academic action based on individual circumstances.

If a preservice teacher does not commence or discontinues a placement, they are responsible for notifying the placement site, their Liaison, and the WIL Team immediately. Failure to do so may result in a fail grade for the placement. Academic and financial penalties may also apply, depending on the timing of the withdrawal within the Trimester. Preservice teachers should refer to the university calendar showing important dates such as Census Date before withdrawing from a course.

Site Initiated Placement Withdrawal

A site may request termination of a placement due to operational changes, such as staffing issues, supervisor illness, or lack of appropriate learning opportunities to offer.

A placement may also be terminated by a site if a preservice teacher:

- Consistently performs unsatisfactorily despite supervision
- Negatively impacts the learning experience of others
- Breaches legal, ethical, or professional standards
- Demonstrates gross negligence in assigned duties
- Engages in misconduct or gross misconduct
- Fails to disclose relevant information that affects their ability to meet duty of care requirements to themselves and site staff.

Placement Discontinuation and Failing Placement

The University's response to placement discontinuation depends on the circumstances. If a placement is discontinued due to internal site factors beyond the preservice teacher's control, the University will make reasonable efforts to secure an alternative placement. However, in accordance with Queensland College of Teachers requirements, the placement must be repeated in full. Given limited placement availability, a replacement may not be possible until the next study period in which the course is offered.

Students are expected to maintain a professional demeanour throughout their placement. Placements will be discontinued if a preservice teacher breaches the UniSQ Student Code of Conduct. A site may exclude a preservice teacher if, based on reasonable grounds, their conduct is deemed inappropriate, or they are considered unsuitable to commence or continue the placement. In such cases, the site coordinator will notify UniSQ, and the preservice teacher will be instructed not to return. This typically results in a Fail grade for the unit, and further disciplinary action may be taken in line with university policy.

Decisions regarding suspension or termination may be made by the placement site or appointed UniSQ staff members in consultation with relevant academic leaders. The rationale for termination will be communicated to the student, and a follow-up meeting will be held to discuss the incident and develop a plan or behavioural contract for future placements.

If a student cancels or fails to attend a placement without valid explanation or supporting evidence, they will receive a Fail – Not Participate (FNP) grade or be withdrawn from the course. Reallocation within the same semester will not occur without appropriate documentation.

Students have the right to appeal any placement withdrawal decisions through standard university procedures.

Other Reasons for Failing a Placement Course

Reasons for failing a placement include, but are not limited to:

- Failure to upload mandatory documents to [InPlace](#) by the deadline, resulting in ineligibility for placement
- Withdrawal from placement without valid documentation or explanation
- Non-attendance due to illness or injury without notifying your Liaison and WIL Team, and without providing a medical certificate or requesting an extension. Failure to complete the prescribed placement hours constitutes non-fulfilment of course requirements.
- Lack of progress or unsatisfactory performance despite feedback
- Breach of UniSQ or professional codes of conduct, laws, or workplace procedures
- Unprofessional behaviour, acting outside scope of practice, or engaging in conduct that may cause harm or be considered discriminatory, offensive, or inappropriate
- Failure to complete placement assessments and paperwork within the required timeframe

Feedback, Complaints and Advocacy

UniSQ provides a fair and transparent process for resolving concerns, complaints, and appeals. Students can submit feedback, lodge a formal grievance, request a review of a decision, or appeal an outcome through the procedures outlined on the [Feedback, Complaints and Advocacy](#) page. The site also explains informal resolution options, timelines, and available support services, including advocacy and student wellbeing resources.

Professional Support

Your health and wellbeing are 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

UniSQ is committed to supporting the wellbeing and academic success of all students, with tailored services available for both International and First Nations students:

- **International students** can access dedicated wellbeing resources, counselling, and academic support to help navigate life and study in Australia.
- **First Nations students** are supported through the College for First Nations, which offers personalised assistance via First Nations Student Success Officers, the 'Ask Aunty' support hub, and culturally informed academic guidance through First Nations Learning Advisors. These services foster a culturally safe and inclusive environment, empowering students to thrive throughout their educational journey.

Support Contacts:

- Support for International Students – [UniSQ International](#)
- Support for First Nations Students – [College for First Nations](#)
- 1300YARN – A First Nations Lifeline support service providing 24/7 confidential assistance.

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 proper support and perform their placements upholding university's reputation. These are as follows:

[Support for Students Policy](#)

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

[Student General Misconduct Procedure](#)

[Student General Misconduct Procedure](#)

[Assessment of Special Circumstances Procedure](#)

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

Insurance, Health, Safety and Emergencies Management

If an injury or adverse incident occurs during placement, you must follow the site's Work Health & Safety (WH&S) procedures in the first instance. Any incidents are then to be communicated to UniSQ and reported in SafeTrak. Refer to the 'Reporting an Incident' section for guidance.

Risk Management

Preservice teachers are responsible for identifying and managing risks during placement. If you feel unsafe or encounter a hazard, notify the Site Supervisor immediately and Liaison as soon as possible thereafter. Stay informed by reviewing safety communications and procedures.

Preservice Teacher 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, preservice teachers 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 teacher 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 site's security conditions when leaving after hours.

Disaster Management

In the event of a disaster or emergency at your placement site (e.g. flood, fire, utility failure, ward closure, or violent incident), follow the instructions of the supervisor or site contact and adhere to the site's disaster management protocols.

If you feel unsafe or encounter a risk during placement, immediately notify the Liaison via the details shard on InPlace.

Bullying, Discrimination, Harassment and Sexual Misconduct Concerns

Most preservice teachers have a positive experience on placement, though occasionally situations arise that can cause concern. If you believe you are experiencing bullying, discrimination, harassment or are a victim of sexual misconduct while on placement, refer to [Student Discrimination, Bullying, Harassment and Sexual Misconduct Response Procedure - University of Southern Queensland \(usq.edu.au\)](#) 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 Placement Supervisor. 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 preservice teachers can use the [Share a Concern | UniSQ Share a Concern \(symplicity.com\)](#) online form to seek confidential support from Safer Communities at any stage of their studies, including during placement.

Psychological Risk

Psychological risks, also known as psychosocial hazards, are recognised workplace and placement-related concerns that organisations actively seek to mitigate through established strategies. When a preservice teacher on placement encounters such risks, they should have access to appropriate support services—either through the placement provider or UniSQ Safer Communities via the PEx Director. For example, a preservice teacher may be exposed to a traumatic event such as a serious injury or the death of a student. While such experiences can be psychologically impactful, they are inherent to the nature of the role and do not necessarily indicate wrongdoing by any party.

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.

Vehicle Use during 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. The University's motor vehicle policy only covers university vehicles e.g. pool and salary packaged vehicles. It does not extend to third-party vehicles or personal vehicles, even if used in the course of a University approved activity.

Insurance Coverage during 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, subject to terms and conditions):

- ✦ 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 the School of Education and Creative Arts) including having submitted all mandatory documentation, which is verified by the University; and
3. Be attending a placement activity that has been approved by the School of Education and Creative Arts. You can find out more about whether your placement is approved by checking [InPlace](#); and
4. Not be receiving any payment or other form of remuneration in relation to the placement activity (other than expense reimbursement or expense allowance e.g. bursaries, allowances or grants). If you are going to be remunerated for your placement, please contact the University for insurance options.

Note: Personal belongings and private vehicles are not covered by the University's insurance policies. Preservice teachers should ensure their vehicles are 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 during Placement

If injured or unwell during placement and Emergency Department consultation is required, follow the below steps:

1. Notify the Site Supervisor immediately as they will have internal protocols that need to be followed
2. Contact the WIL Team immediately via (07) 4631 2359 and email your Liaison.
3. You may be transferred to a public or private Emergency Department (ED). UniSQ recommends attending a public ED to avoid personal costs.
4. If you choose a private hospital ED, the University will **not** be responsible for any costs incurred for consults and treatment
5. In this instance of leaving the hospital, the University will **not** be responsible for any costs incurred for consults and treatment
6. Follow all treatment recommendations and consult your GP as needed.

Reporting an Incident

If you experience an injury or an incident while you are on placement, **you must report it to your supervising teacher and the site coordinator contact immediately. You must also notify the Liaison of the incident via email or phone directly.**

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.

When submitting a SafeTrak incident please ensure that the below information is included in the “Assing to” section as part of the application:

- Assign incident to Manager/Supervisor – Relevant Course Coordinator
- Business Unit/Faculty – School of Education and Creative Arts

How To Access SafeTrak to report an incident or hazard



Support Contacts

Contact Name/Service	Role	Contact Method	Availability
Liaison or PEx Director	Course Contact for Placement	Email/Phone via StudyDesk	Business Hours
UniSQ Safer Communities	Confidential Support for Safety Concerns	safercommunities@unisq.edu.au / 07 4631 2372	Mon–Fri, 8:00am–4:00pm
UniSQ Wellbeing Team	Counselling and Wellbeing Services	supportforlearning@unisq.edu.au / Book via UConnect	Business Hours
1800RESPECT	National domestic family and sexual violence counselling service	1800 737 732	24/7
Emergency Services	Police/Ambulance	000	24/7

Preservice Teacher Professional Expectations

These guidelines outline your responsibilities and expected conduct during placements. As a preservice teacher, you are entrusted to learn in professional environments where patient safety and dignity are paramount. You must uphold the highest standards of professionalism at all times.

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 staff in your assigned area or site.
- Arrive prepared with learning objectives.
- Engage actively in all assigned tasks.
- Be punctual and dress professionally.
- Communicate regularly with your supervisor to align expectations, placements goals and personal strengths.
- Seek feedback after each shift.
- Complete all assessment tasks satisfactorily.
- Attend all scheduled placement hours.
- Bring required documentation (e.g., placement guide, workbook) daily.
- Submit assessments via StudyDesk by the due date.
- Maintain a professional attitude and be open to feedback.

Preservice Teacher 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.

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 site. 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.

Prohibited Use of Substances

Consumption of alcohol, recreational drugs, or any illicit substances before or during placement is strictly prohibited. Preservice teachers must ensure a zero-blood alcohol level and avoid any substances that may impair performance. Smoking and vaping are only permitted in designated areas.

Mobile Phones and Electronic Devices (Photographs or Recordings)

Use of mobile phones or electronic devices during placement is not permitted unless explicitly approved by the supervisor for placement-related tasks. If the preservice teacher must be contactable by mobile phone (emergency only) permission must be gained from the supervisor. Devices must not be used to capture images, video, or audio under any circumstances.

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, clients, the site or your fellow preservice teachers 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 site in the use of social media sites such as Facebook and TikTok, not taking photographs for personal use during placement and ensure professional use of the internet during placement.

Media Requests

All media inquiries must be directed to the PEx Director. Preservice teachers must not comment publicly on any aspect of their placement, including site operations, clinical cases, or student information.

Legal Documentation Requests

Police Requests

From time to time preservice teachers will 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 PEx Director in the first instance to seek advice and/or assistance when possible.

Subpoenas

If served with a subpoena, notify the PEx Director immediately.

Placement Site Requests

All preservice teachers are required to contact the PEx Director in the first instance before providing a verbal/written statement to the placement site in response to an incident.

Managing Student Performance and Behaviour During Placement

While most placements proceed without incident, it is essential that any concerns regarding preservice teacher performance or behaviour are addressed promptly and fairly. UniSQ follows principles of natural justice and procedural fairness in managing placement-related issues.

General Considerations:

- Some matters may be addressed under the site's own policies (e.g. harassment, discrimination, privacy breaches).
- Preservice teachers undertake placements at the invitation of the site. The site may choose to terminate a placement without following UniSQ's procedures.
- UniSQ may decline to investigate a concern if there is insufficient information or if the matter falls outside the scope of the University's responsibilities.

In accordance with Section 4.2 of the *Work Integrated Learning Activities Procedure*, the following steps outline the process for managing concerns during placement:

Step 1: Early Identification and Support

If a preservice teacher is experiencing performance issues or learning difficulties, the supervising teacher should discuss these with the preservice teacher as early as possible. Together, they should develop and document strategies to support improvement. These strategies should be reviewed regularly during supervision sessions. The Liaison must be informed promptly to ensure appropriate support is provided and to help facilitate a positive outcome.

Step 2: Escalation and Formal Meeting

If the issue persists or is more serious (e.g. breach of professional conduct, failure to meet practice standards, or risk of placement termination), a formal meeting should be arranged. This meeting may be initiated by the preservice teacher, supervising teacher, site coordinator or Liaison. The Liaison should be provided with written details of the concern, including relevant dates, individuals involved, and a description of the issue. Meeting outcomes and agreed strategies should be documented, including review timelines.

Step 3: Monitoring and Further Action

A follow-up meeting should be held with the preservice teacher and Liaison. The PEx Director may also be involved if appropriate. Outcomes should be documented, and further strategies implemented as needed. If additional concerns arise before the scheduled review, an earlier meeting should be convened. In some cases, the placement may be cancelled.

Where preservice teacher behaviour or conduct is deemed inappropriate or in breach of professional or ethical standards, the following outcomes may apply:

- The placement may be cancelled, and the preservice teacher may receive a fail grade for the course.
- The student may be awarded an incomplete grade, with the opportunity to undertake a future placement under revised conditions.
- If the behaviour constitutes a breach of UniSQ's Student Code of Conduct or professional standards, the matter may be referred for further review under the University's misconduct procedures.

All decisions must be documented and communicated clearly to the student, including any implications for progression and available review or grievance options.

Advice for Preservice Teachers

If the placement is cancelled due to preservice teacher misbehaviour or misconduct, outcomes may include a fail grade or an incomplete grade with future reallocation. Preservice teachers dissatisfied with the decision may seek a Stage 2 Review of Decision or lodge a Formal Grievance, depending on the outcome. Further information is available via UniSQ's [Feedback, complaints and advocacy](#) page.

If a preservice teacher experiences an issue with their Supervising Teacher, Site Coordinator or Liaison they are encouraged to raise the concern directly with the individual involved where appropriate. If the issue cannot be resolved informally, preservice teachers should contact the PEx Director for further support and guidance. UniSQ is committed to ensuring preservice teachers feel safe and supported throughout their placement experience.

Related University Policies

[Student General Conduct Policy](#)

[Student Academic Integrity Policy](#)

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

[Work Health and Safety Policy](#)

[Assessment of Special Circumstances Procedure](#)

[Student General Conduct Policy](#)

[Student Grievance Resolution Policy](#)

[Student Grievance Resolution Procedure](#)

[Privacy Policy](#)

[Privacy Procedure](#)

Roles and Responsibilities for Placement

When a preservice teacher undertakes a professional placement, responsibilities are shared between the **Preservice teachers**, the **Placement Site**, and the **University**.

While placement outcomes reflect this collaborative arrangement, the University retains responsibility for determining the final grade or outcome for the placement.

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

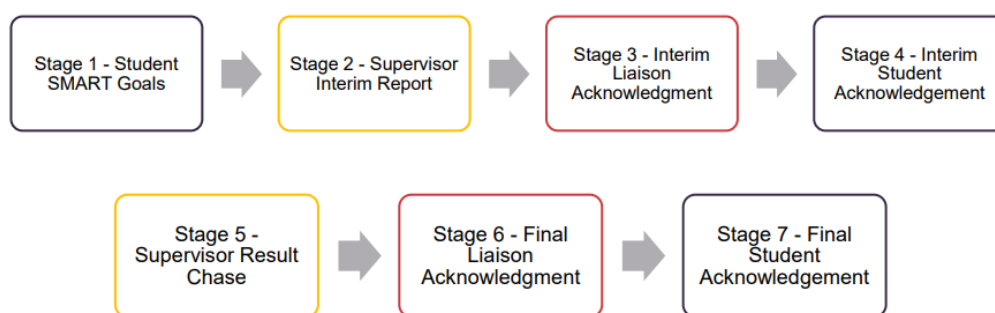
All reports are completed online and are sent out via InPlace. It is the responsibility of each preservice teacher to upload a copy of the final report to Study Desk, as part of their assessment items for the course.

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 preservice teacher

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 at any point during the professional experience placement, a preservice teacher is at risk of failing, the At-Risk process must be followed.

This formal process can be activated through the interim survey or by contacting the UniSQ Liaison. We encourage concerns to be flagged early so that there is 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.

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.

2026 Student Placement Declaration

This document is a mandatory pre-placement requirement for all students enrolled in a placement course at the University of Southern Queensland. It outlines key responsibilities to UniSQ and its partner sites before, during, and after placement. By signing this declaration, you are acknowledging your understanding and commitment to meeting these obligations.

This signed declaration must be submitted via [InPlace](#).

Overarching requirements are:

- meeting the academic pre-requisites 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 its release, I will:

- Submit all required mandatory documents by the listed deadlines, ensuring their accuracy and currency for the entire placement period.
- Declare any extenuating circumstances, pre-existing medical conditions, including pregnancy that could impact my safety, or perceived, potential or actual conflicts of interest through InPlace by the specified deadlines.
- Prepare to travel over an hour to my placement and acknowledge that preferred locations are not guaranteed.

To prepare after my placement is released, I will:

- Organise personal commitments, leave, uniform, and ID card;
- Review insurance and emergency contact information.
- Provide any additional requirements requested by my placement site promptly.
- Apply for accommodation and financial bursaries if eligible.

During and after my placement, I will:

- Present professionally in my uniform with my student ID card.
- Adhere to professional expectations, codes, standards and practices for my discipline.
- Promptly inform the UniSQ WIL Team if I do not receive an induction or orientation.
- Promptly inform the UniSQ WIL Team if I am absent from placement for any reason and of any make-up days that are organised thereafter.
- Manage my workload to comply with fatigue management policies and ensure personal wellbeing during placement.
- Report any incidents while on placement as per the UniSQ guidelines.
- Retain copies of all placement assessments and timesheets.
- Follow the guidelines of the placement agency with respect to Workplace Health and Safety, Infection Control, and disease outbreaks.

General

- I confirm that I have read and understand the Placement Guide, Placement Hub, and UniSQ Student Code of Conduct Policy, and agree to uphold all stated expectations.
- I will promptly notify the WIL Office and PEx Director of any issues or inability to meet placement obligations at any stage of my program and understand that not meeting mandatory requirements may result in unenrolment or a fail grade for the course.
- I have read and understood the information provided to me in this document, including in particular how the personal information in my mandatory documents is collected, used and disclosed by the University (including disclosing relevant personal or health information to placement facilities or support providers) and I consent to the University handling my personal information in this way.
- I will inform the PEx Director immediately of any written notices from accrediting bodies or associated bodies of my program of study
- I understand and accept my responsibilities as outlined in the Placement Guide.
- I acknowledge that not meeting Inherent Requirements (with reasonable adjustments) may prevent my acceptance for placement and prevent program progression.

Student Name: _____

Student Signature: _____

Date: _____

Placement Preparation Checklist

Item	Requirement	Yes
1.	Visit the Teacher Education Hub/Website: Familiarise yourself with all available resources to support your placement journey	<input type="checkbox"/>
2.	Read the Placement Guide: Understand what to expect and how to succeed during your placement	<input type="checkbox"/>
3.	Check Your Student Email Regularly: Important placement updates and notifications will be sent here.	<input type="checkbox"/>
4.	Know Who to Contact: Save the contact details for your Liaison, and the WIL team.	<input type="checkbox"/>
5.	View the Mandatory Documents List: Start gathering the required documentation early.	<input type="checkbox"/>
6.	Log into InPlace: Begin uploading and updating mandatory documentation	<input type="checkbox"/>
7.	Check the Important Dates Document: Find the document deadline for your trimester and mark it in your calendar.	<input type="checkbox"/>
8.	View the Placement Calendar: Take note of the block dates for your placement course to avoid scheduling conflicts.	<input type="checkbox"/>
9.	Update Preferences/Site Suggestions in InPlace: Add or update your region preferences, facility expressions of interest (EOIs), and any special considerations.	<input type="checkbox"/>
10.	Plan Travel & Accommodation (if applicable): Start looking into transport and accommodation early, especially for rural or away placements.	<input type="checkbox"/>
11.	Check Bursary Opportunities: Review the Placement Hub or Contact the Scholarships Team to see if you're eligible for financial support.	<input type="checkbox"/>
12.	Set Personal (SMART) Goals: Think about what you want to learn or improve during your placement.	<input type="checkbox"/>
13.	Maintain Professional Behaviour: Always demonstrate respectful, ethical, and professional behaviour in all interactions.	<input type="checkbox"/>
14.	Safety on Placement: If any issues, concerns, or incidents arise, promptly inform your Placement Supervisor, Liaison, and the WIL Team. For urgent matters, refer to the emergency contact details provided in your placement guide.	<input type="checkbox"/>

Appendices

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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