



University of
**Southern
Queensland**

Professional Experience Placement Book

Master of Learning
and Teaching



Important contacts

Students to use the following email:

BELA.Placements@usq.edu.au

Sites to use the following email:

professional.experience@usq.edu.au

Education placement website

usq.edu.au/education/professional-experience

InPlace website

<https://inplace.usq.edu.au/>

UniSQ Education Placement Office
University of Southern Queensland
Toowoomba QLD 4350

Phone: 07 4631 2359

Purpose of this Book

This book provides an outline of the requirements for Professional Experience placement and the details that preservice teachers need for a successful placement.

This book contains the following:

1. The roles of schools, Site Coordinators, Supervising Teachers, UniSQ Liaisons and preservice teachers.
2. Support in place for preservice teachers.
3. Responsibilities and expectations before, during and after Professional Experience placement.
4. The requirements for assessment of Professional Experience placement including the expectations for each year level.
5. A Professional Experience placement checklist for preservice teachers, sites and supervising teachers.
6. A list of important contacts.
7. Course expectations and Formal Feedback Reports.

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The University of Southern Queensland

This section provides information about the University of Southern Queensland including an acknowledgement of the Aboriginal peoples upon whose land we conduct our academic enterprises.

The University of Southern Queensland (UniSQ) has campuses in Toowoomba, Springfield, Ipswich and Stanthorpe as well as an extensive online environment. The University acknowledge the aboriginal peoples' ongoing connection to the land on which the University stands and in the spirit of reconciliation, we recognise the Jarowair, Giabal, Yuggera, Ugarapul and Kambuwal people who have been custodians for many centuries. We acknowledge their living culture and unique role in these regions and offer our deep appreciation for their contribution to, and support of, our academic enterprise.

The Bachelor of Education and Master of Learning and Teaching programs operate from the Toowoomba and Springfield campuses and have been online for many years. The University is one of a small number of Queensland universities that accommodate rural and remote learning through the online environment. We have students studying in all states of Australia and a range of countries including Malaysia, Japan and China. The University prides itself on meeting the needs of all students. The University of Southern Queensland has forged a reputation as one of Australia's leading providers for on campus and online (distance) education programs in Australia. With more than 75% of students studying via distance or online, our delivery of external education resources continues to lead the way.

UniSQ is committed to providing high quality learning experiences for all students. We provide a range of services to support both students and staff to ensure they have the capacity and opportunities to develop in line with UniSQ goals for student and community engagement.

At UniSQ we are committed to engaging with the communities both within and external to the University, especially the education community through continuing professional development opportunities and discussions to improve our programs. This ongoing collaboration ensures that our students are receiving the most current learning and experiences possible.

Professional Experience Placement

Professional Experience is embedded within each of the Master of Learning and Teaching Programs and is one of two program components that must be successfully completed to be eligible to apply for teacher registration with relevant teaching authorities. Program courses that contain professional experience are designed to facilitate the transition to beginning teacher.

Each Professional Experience placement course consists of an on-campus/external program and a Professional Experience placement which are aligned to the Australian Professional Standards for Teachers Graduate level and ACECQA (Early Years 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. The Professional Experience placement calendar outlines the length and dates for each embedded Professional Experience placement.

Professional Experience Placement Calendar

<https://www.usq.edu.au/current-students/academic/education-placements/placement-process>

Professional Experience AITSL Accreditation Requirements

Master of Learning and Teaching Preservice Teachers must complete the stipulated accredited program Professional Experience placement days to graduate and qualify to register as a teacher in Queensland with the Queensland College of Teachers (QCT).

AITSL Accreditation Requirements

<https://www.aitsl.edu.au/tools-resources/resource/accreditation-of-initial-teacher-education-programs-in-australia---standards-and-procedures>

Programs	Master of Learning and Teaching <i>Early Years</i>	Master of Learning and Teaching <i>Primary</i>	Master of Learning and Teaching <i>Secondary</i>
Length of program	18 months	18 months	18 months
Number of Courses with Embedded Professional Experience Placement	4	3	3
1st Semester	EDM5014 20 days: Kindergarten	EDM5000 15 day: Prep – Year 3	EDM5000 15 days: Year 7 – Year 12
2nd Semester	EDM5001 20 days in Prep- Year 3 with a minimum of one lesson observation in a Year 4 – 6 classroom	EDM5001 20 days: Year 3 –Year 6	EDM5001 20 days: Year 7 –Year 12
3rd Semester	EDM8017 10 days: Birth – 2 years		
4th Semester	EDM8100 25 days: School Prep – Year 3	EDM8100 25 days Prep – Year 6 (preference on Y2 – Y6)	EDM8100 25 days Year 7 –Year 12

The Professional Experience Placement Process

Please access detailed information and forms using the following link: www.usq.edu.au/current-students/academic/education-placements/placement-process

UniSQ Mandatory Pre-Placement Module

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

The module can be accessed: <https://rise.articulate.com/share/j8toWoLvgRshMIIBSIUt32qLBDvd6vlq#/>

Literacy and Numeracy Test for Initial Teacher Education (LANTITE)

From 2021 all UniSQ students enrolled in the Bachelor of Education or Master of Learning and Teaching program may be required to successfully complete Literacy and Numeracy Test for Initial Teacher Education (LANTITE) prior to commencing your 3rd year placement. This means you will need to have passed both Literacy and Numeracy before you commence the following placement:

- Bachelor of Education (Early Childhood) – ECF3100 Contemporary Approaches to Infant and Toddler Curriculum and Pedagogy.
- Bachelor of Education (Primary) – EPP3100 Practising as a Professional Teacher 1.
- Bachelor of Education (Secondary) – ESP2200 Senior Secondary Curriculum and Pedagogy.
- Master of Education (Early Childhood) (Primary) & (Secondary) – EDM5001 Understanding Learners and Learning.

All students can access web based LANTITE support and resources on MyIT. The LANTITE tests are administered by the Australian Council for Educational Research (ACER). You are required to register directly with ACER. Test results will be released to UniSQ and uploaded against your student profile automatically. All students can access web based LANTITE support and resources on the MyIT site.

Student's identified as not achieved standard after their 2nd and 3rd attempt will be assigned LANTITE liaison support.

Students who commenced their program prior to 2019 and have completed their 3rd year placement are required to meet LANTITE standard prior to graduation.

Blue Card: Working with Children Check

A valid working with children check is a mandatory **requirement** of all enrolled in Initial Teacher Education. In Queensland, this means you must have a current "Blue Card". The equivalent Working with Children Check information for other states can be found at www.unisq.edu.au/current-students/academic/education-placements/blue-cards

Evidence that you hold a current Working with Children Check and further training/certificates (where applicable) is required **prior** to confirming placement. Working with Children Checks and training certificates must remain current while engaging in child-related activities.

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

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

Approvals can take extended time to be processed. Blue Card holders may apply for renewal of the card, up to 16 weeks before the expiry date. Please ensure you are aware of the required timelines in order to receive your Blue Card approval in time for Professional Experience placement by going to <https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card-services>

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

Travel Expectations

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

Professional Experience Placement Registration (InPlace)

InPlace is the software that UniSQ uses to manage all your placement information. When you enrol into a placement course for the first time in your program, you will automatically gain access to InPlace. Use your UniSQ student credentials to log in.

When you enrol into a placement course you will be asked to complete a Placement request, confirm your blue card details or equivalent and complete all your mandatory requirements.

Please do this as soon as you enrol into a placement course. We cannot place you until you have undertaken all these requirements.

RESOURCES

- InPlace website: <https://inplace.usq.edu.au/>

Notification of Placements

Students 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.

Variation to Professional Experience Placement (Change of Date)

Professional Experience placement is a compulsory component of courses and integral to the completion of assessment tasks. Dates are selected to support students' capacity to apply the theory of the coursework in the Professional Experience placement and/ or to gather evidence to assist completion of the associated assessment tasks. Preservice teachers are advised not to select a course that includes Professional Experience placement in a semester where they are unable to meet the specified requirements of the Professional Experience placement as outlined.

Additional courses selected for the same semester as a Professional Experience placement course are not required to consider the Professional Experience placement as a reason for an extension request. Therefore, adherence to your advised enrolment pattern may assist to minimise possible assessment conflicts.

Application regarding variation to the Professional Experience placement will be considered by the Professional Experience Director in line with the UniSQ Assessment Policy. Evidence that meets the policy criteria, is required to support your extension applications. Any unsupported application may be refused and this may also delay program completion. Your request for a change of date needs to be submitted in writing to:

BELA.Placements@usq.edu.au

Placement Results

The Placements Office team will follow up your placement results within a week of you completing your placement. There is no need for you to follow up these results with your Supervising Teacher or Site Coordinator.

You will be able to view your placement result in InPlace. The status of your placement will be updated to "completed" at the end of the semester, around the time of results release.

Responsibilities During Professional Experience Placement

This section provides guidelines of professional responsibilities for the preservice teacher when entering an educational facility. As visitors to an educational setting and as learning members of the profession, preservice teachers are expected to demonstrate professionalism in all aspects of their approach to Professional Experience placement. This section will outline clearly these expectations around dress and conduct to ensure that preservice teachers are cognisant of behaviour that will enhance the reputation of UniSQ and reflect the Australian Professional Standards for Teachers.

Attendance

As part of the Professional Experience placement requirements, days missed must be completed to be eligible for QCT registration. It is the preservice teacher's responsibility to notify the Site and UniSQ (through your UniSQ Liaison or Placement Office) of any illness or absence before 8am on the day of absence. In the event of a student not commencing or discontinuing a placement, it is the preservice teacher's responsibility to notify the Site and the University. Failure to do so can result in a fail result for the placement. Any concerns or issues please contact the Placement Office or the allocated UniSQ Liaison.

Absences

The specified number of days for each Professional Experience placement are required to be completed in order to meet the requirements of the course, of the program, and for teacher registration with QCT. If you are absent for any reason on a scheduled day, inform the site (before 8am) and your UniSQ Liaison. Acceptable reasons for absence from Professional Experience placement may include planned or unplanned events. Planned events may include a university examination which requires documentation and organisation prior to the Professional Experience placement. An unplanned event may include a condition supported by documentation (e.g. medical certificate). You must negotiate the make-up day for any absence, public holiday, show holiday or any missed day with your Supervising Teacher so that full, specified number of days are completed. From commencement of the Professional Experience placement, an absence or change to the dates of the placement, must be reported to the Placement Office. A medical certificate or supporting documentation is required for any absence of three days or more. For Queensland unsupervised placements, UniSQ will inform QCT on your behalf to adjust the dates of your unsupervised placement for an absence or change of three days or more.

For additional information, please refer to the Change of Date requirements.

Staff Professional Development Days (SPDDs)

It is expected that students will attend and be involved in Staff Professional Development Days as part of their Professional Experience placement. These days are counted as a legitimate part of your Professional Experience placement. However, in some instances, a student 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 students will be required to negotiate a make-up day, so that the required total number of days is completed successfully.

Communication

Communication with the University

Communication with University staff can be made via email or telephone at any time during the Professional Experience placement. The UniSQ Liaison is the first contact point and you should be proactive in communicating early in the Professional Experience placement. Your UniSQ Liaison details will be made available prior to your Professional Experience placement via InPlace.

In situations where difficulties arise or you have been identified as being at risk of failing the Professional Experience placement, the UniSQ Liaison must be contacted. If you are unable to communicate with your UniSQ Liaison, contact the Professional Experience Director.

Communication with your placement site

Communication with your placement site must remain professional at all times. Remember that you are a visitor to this workplace. Discuss with your Supervising Teacher the best method to communicate with them outside of school/centre hours.

Dress

You should be professional in your grooming and dress. Be aware of the context of your environment. Smart casual dress is usually appropriate. Some sites have strict dress codes and you would be advised to contact the Site Coordinator to confirm their specific requirements. Every Professional Experience placement is subject to acceptance by the allocated site. Preservice teachers are expected to meet their allocated site's requirements for the duration of their Professional Experience placement.

Education Professional Experience placement clothing and name badges are available to purchase from School Locker theschoollocker.com.au/universities/university-of-southern-queensland

Workplace Health and Safety

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

Discrimination

If you encounter any form of discrimination, discuss this issue with your Supervising Teacher (if appropriate), then with the Site Coordinator if the practice does not cease. You must also contact your UniSQ Liaison. If you are unsure of how to proceed contact the Professional Experience Director.

You can also contact UniSQ Equity Officers. They will advise on procedures available to you.

RELEVANT DOCUMENTS

- Prevention of Discrimination, Bullying and Harassment Procedure:
policy.usq.edu.au/documents/13238PL
- Harassment and Discrimination Complaint Resolution for Students Policy and Procedure:
policy.usq.edu.au/documents/13333PL
- UniSQ Student Code of Conduct Policy:
policy.usq.edu.au/documents/142753PL
- Anti-Discrimination Commission Queensland:
qhrc.qld.gov.au/your-rights/discrimination-law

Travel

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

Legal responsibilities

You will be expected to conduct yourself in a professional manner while undertaking Professional Experience placement, and to maintain the highest standards of ethical behaviour in your interactions with others.

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 the 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.

Confidentiality

Schools/centres deal with confidential information about students and their families. You are expected to maintain this confidentiality at all times. It is a serious breach if confidentiality is broken.

Student 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 Queensland 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 Professional Experience 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, UniSQ Liaison, or contact the Professional Experience Director (Professional.Experience@usq.edu.au). The QCT website also provides access to further resources and information on this area.

Code of Conduct

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 Queensland College of Teachers and therefore not able to teach in Queensland schools.

UniSQ preservice teachers are also required to abide by the Student Code of Conduct Policy.

RELEVANT RESOURCES:

- UniSQ Student Code of Conduct Policy:
policy.usq.edu.au/documents/142753PL
- QCT: Code of Ethics for Teachers in Queensland
qct.edu.au/standards-and-conduct/code-of-ethics
- QCT: Professional Boundaries:
A Guideline for Queensland Teachers
qct.edu.au/standards-and-conduct/professional-boundaries

Photographing and using children's work

Preservice teachers should be guided to work within the policy of the site before attempting to take photographs. It is not the role of the Placement Office to manage permission for the photography or for making observations.

It is an offence to take photos of minors without the express written permission and consent of their legal parents or guardians. Request clarification with the school and/or your Supervising Teacher, eg. many schools have a blanket permission for the full year with each family, other schools have a policy of distributing messages to families where only families refusing permissions are required to return the forms. There are several variations of how this is managed in schools.

Discontinuation of Professional Experience Placement

Please follow these procedures if you make the decision to withdraw from your Professional Experience placement:

- Inform the Professional Experience Director, your school Site Coordinator, your UniSQ Liaison and your Course Examiner immediately if you decide to discontinue with your placement.
- If you are withdrawing from the course, you will need to withdraw via UniSQ Study Desk Enrolment (dependent on dates of withdrawal there will likely be academic and/or financial penalties).
- You will need to contact your Program Director for course progression advice.

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

Placements will be discontinued if a preservice teacher breaches the UniSQ Student Code of Conduct. Sites will exclude a preservice teacher from a placement if their organisation considers on reasonable grounds that the preservice teacher's conduct during the placement is inappropriate or that the preservice teacher is not suitable to undertake or to continue the placement. The Site Coordinator will notify UniSQ who will advise the preservice teacher not to attend the site. In most cases the preservice teacher will receive a failing grade for the unit. Other disciplinary actions may also be taken in accordance with university rules.

Support for Preservice Teachers

Whilst on Professional Experience placement there are a number of personnel in place to support the preservice teacher. Initial support is provided by the UniSQ Liaison, then the Course Examiner and if necessary the Program Director. The academics are there to support the preservice teacher as they navigate the placement.

It is important that preservice teachers engage with all course work during the semester. Course work prepares preservice teachers for placement and the requirements of teaching and learning during Professional Experience placement.

Academic and Personal Support Services

Professional Experience placement is a very busy time and preservice teachers need to juggle many professional and personal demands while completing a Professional Experience placement block. There are a number of different support services available during your Professional Experience placement.

If an issue occurs while you are on Professional Experience placement, please contact the Placement Office as soon as possible. Remember though that the severity of an issue may dictate an immediate request for support, rather than trialling different options.

UniSQ Liaison

Each preservice teacher undertaking Professional Experience placement is allocated a UniSQ Liaison for the duration of the Professional Experience placement. Their role is to support you, and your Supervising Teacher while you are out on Professional Experience placement. Your UniSQ Liaison is familiar with the day to day classroom challenges that you may encounter. It is your responsibility to contact your UniSQ Liaison and to take advantage of their support and assistance. Contact details are available to you via InPlace, in the same section as your site confirmation details.

Counselling and Wellbeing Services

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

RELEVANT RESOURCES

- UniSQ Counselling and Wellbeing Service:
usq.edu.au/current-students/support/counselling
- 24 hours UniSQ Student Advice Line (1300 932 483)

Students With Disability

If you have a disability/medical condition and you are enrolled in a Professional Experience course, you can discuss your individual situation with a Student Equity Officer to determine what additional support/arrangements can be provided.

RELEVANT RESOURCES

- UniSQ Supporting Students with Disability
unisq.edu.au/current-students/support/disability

Equity Services

For information access the Equity in Education Policy and Procedure: policy.usq.edu.au/documents/13319PL

Financial Services

If you are experiencing financial hardship during Professional Experience placement, you may be able to access some financial assistance. The following website offers a range of short-term services provided through UniSQ to assist you with financial hardship: usq.edu.au/current-students/support/welfare/hardship-assistance

Insurances

Preservice teachers on UniSQ pre-approved course related Professional Experience placements, which have been confirmed by InPlace, are covered (subject to limitations) under the University's Personal Accident, Public Liability, and Professional Indemnity Insurance. Students who participate in work and voluntary experiences of their own volition or undertake placements that have not been confirmed by InPlace are not covered under university insurance policies.

Role Expectations

This section outlines the role expectations of all involved in the Professional Experience placement. It is important that Site Coordinators and Supervising Teachers are aware of their role as well as what is expected of preservice teachers and UniSQ liaisons.

University

UniSQ is committed to providing support to schools and Supervising Teachers in a range of ways including professional development, UniSQ Liaisons and contact with the relevant Program Director to assist where required.

A Professional Experience Placement Guide is available online for preservice teachers, schools and school 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.

Site Coordinators

The Site Coordinator is generally a member of the school 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 placement. The role of the Site Coordinator includes:

1. Ensuring the preservice teacher is placed in appropriate learning environments.
2. Organising the orientation and induction of the preservice teacher.
3. Facilitating an introduction of the preservice teacher to the Supervising Teacher.
4. Allocating suitable workspace for the preservice teacher.
5. Distributing Professional Experience placement guides to the Supervising Teachers or the online link to access all necessary documents.
6. Discussing expectations of placement with the Supervising Teacher.
7. Monitoring the placement through conversations and observations.
8. Conferring with the UniSQ Liaison and identifying actions required around At-Risk students.
9. Providing support to the Supervising Teachers in the assessment of preservice teachers.

Supervising Teachers

The Supervising Teacher plays a critical role in the nature and quality of the Professional Experience placement. The role of the Supervising Teacher includes:

1. Being familiar with UniSQ Professional Experience placement requirements as well as assessment and reporting requirements.
2. Being available to speak to the preservice teacher before placement for pre-planning purposes.
3. 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 preservice teacher at all times when they are engaging in teaching tasks, playground/bus duty and excursions.

4. Providing written and verbal feedback to the preservice teacher on their progress on a regular basis.
5. Discussing the requirements for successful completion with the preservice teacher, including demonstrations of particular skills as required.
6. Providing learning opportunities for the preservice teacher and advising on teaching practice as required.
7. Being available to meet the UniSQ Liaison and coordinating (where possible) liaison observation opportunities.
8. Alerting the UniSQ Liaison 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.
9. Completing both Interim survey and Online Final Report within five (5) days of the Professional Experience placement conclusion.
10. Ensuring pay claim details are submitted.
11. 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.
12. Where the preservice teacher does not meet the requirements of the At-Risk action they will receive a fail grade.
13. Expectations to the At-Risk process need to be discussed with the Professional Experience Convenor who can be contacted professional.experience@usq.edu.au

UniSQ Liaison

The UniSQ Liaison is the contact point between the Site Coordinator, Supervising Teacher, preservice teacher and the Course Examiner. 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 UniSQ Liaison includes:

1. Connecting with the Site Coordinator prior to the placement.
2. Connecting with the preservice teacher prior to the placement.

3. Contacting the Site Coordinator on the first day of placement to confirm attendance of preservice teachers.
4. Maintaining regular contact with the site to ensure the pre-service teacher is achieving the goals and expectations of the placement.
5. Maintaining contact with the preservice teacher to ensure they are achieving the goals and expectations of the placement.
6. Observing (where possible) the preservice teacher undertaking teaching tasks and providing feedback on performance.
7. Reminding the site of reporting requirements, assisting where necessary or requested.
8. Reminding preservice teacher of the requirement to collect, store and upload their professional experience reports where necessary.
9. Advising the placement team of any concerns as soon as they are identified.
10. Supporting the site as necessary to make an At-Risk decision, thus implementing the full process.
11. Completing the At-Risk forms for actioning an 'A team' member.
12. Receiving and forwarding the Formal Feedback report generated by the Supervising Teacher to support the decision of actioning the At-Risk process.
14. Attending all required days of the placement in a timely manner. The block allocation of Professional Experience placement 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 Professional Experience placement disruptions and ensuring optimal opportunity to collect appropriate data for assessment requirements if/as required.

Please note: Withdrawal or termination before completion of Professional Experience placement will constitute a fail result.

Preservice teacher role in the At-Risk process:

15. If the At-Risk process is initiated, it is important that the preservice teacher accept all additional support offered.
16. It is the responsibility of the preservice teacher to undertake to improve skills, behaviours and practices in the areas required and to demonstrate sufficient improvement to be considered for a passing grade.

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:

1. Contacting the Site Coordinator and Supervising Teacher before commencing Professional Experience placement.
2. Pre-planning with the site before Professional Experience placement.
3. Applying appropriate professional knowledge, practice, engagement, skill and conduct while attending the Professional Experience placement.
4. Engaging with the feedback provided by all teaching staff.
5. Planning relevant, coherent, purposeful learning episodes as directed. Providing plans to your Supervising Teacher at least 24 hours (where possible) before teaching the learning episode.
6. Being involved with all aspects of teaching and learning during Professional Experience placement.
7. Demonstrating initiative and commitment to teaching and the profession.
8. Communicating in a professional manner with all members of the community at the site and Professional Staff at UniSQ.
9. Considering the Code of Ethics and Professional Conduct in all interactions with staff and students.
10. Exercising a duty of care for all students/children and following reasonable instructions for your own safety.
11. Upholding professional dress standards and behaviours especially in relation to mobile technology.
12. Collecting evidence of your Professional Experience placement including observation and feedback of your teaching practice.
13. Returning all resources and teaching materials and thanking all staff involved in your Professional Experience placement at the completion of placement or the point of withdrawal.

Checklists for a Successful Professional Experience Placement

Checklist for Supervising Teacher

This section provides guidelines and a checklist for Supervising Teachers to assist in the successful completion of Professional Experience placement. Being a Supervising Teacher with a focus on a successful Professional Experience placement 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 placement

Meet with the preservice teacher either in person or via phone/email and:

1. Outline expectations and responsibilities within the class and the school.
2. Outline routines that you expect and behaviour management policies.
3. Provide details for pre-planning including class demographics and specific learning needs of students.
4. Discuss the implications of student learning needs with the preservice teacher to support their preparation.
5. Be familiar with the requirements of the Professional Experience placement.
6. Be familiar with the assessment and reporting requirements.
7. Be in contact with Site Coordinator and UniSQ Liaison.

During

1. Remain in contact and provide updates to the Site Coordinator and UniSQ Liaison.
2. Provide guidance and feedback on lessons that are provided at least 24 hours before learning episodes are undertaken.
3. Provide feedback for learning episodes that the preservice teacher undertakes (observation forms are available via the online site).
4. Discuss requirements of a successful completion of the Professional Experience placement with the preservice teacher as early as possible during the Professional Experience placement.
5. Provide support around the collection of evidence of their professional practice.
6. Do not leave the preservice teacher unattended whilst teaching or on duty.
7. Involve them in all your classes and activities and provide feedback on their observations.
8. Complete the Formal Feedback report and advise the Site Coordinator and UniSQ Liaison of enacting the At-Risk process if this is necessary.
9. Be prepared for a UniSQ Liaison to visit and observe practice of the preservice teacher and to discuss progress (utilising Formal Feedback report).

If the preservice teacher has breached any school, department or UniSQ's Codes of Conduct please notify the Site Coordinator and UniSQ Liaison immediately. This may result in immediate dismissal from the site.

After

10. Remind the preservice teacher to return all resources that were borrowed or loaned.
11. Complete the final Professional Experience placement report and provide a copy to the Site Coordinator and the preservice teacher prior to the preservice teacher's departure.
12. If you have any concerns with the program please contact the Program Director to provide feedback for continuous improvement.

Please note the following:

1. Preservice teachers will be required to sign a notice of having undertaken the following on-line induction programs (code of conduct, ethical practice...).
2. Preservice teachers will be assessed by the site teacher, Supervising Teacher and/or Site Coordinator.
3. UniSQ Liaison Officers will engage in discussions with the Supervising Teacher and/or Site Coordinator regarding a preservice teacher's progress or performance.
4. Communication by UniSQ Liaison Officers to the Supervising Teacher, Site Coordinator or other appropriate site/school leader and preservice teacher may be verbal, written, or electronic.
5. A UniSQ preservice teacher's Professional Experience placement may be terminated at any point in time due to a student breach of school/centre requirements, unprofessional behaviour, unethical behaviour and any breach of Code of Conduct.
6. If a UniSQ preservice teacher is asked to leave due to an unsatisfactory performance or unprofessional behaviour, the Professional Experience placement will result in a Fail Grade and a notice will be sent to the preservice teacher in relation to UniSQ Student Code of Conduct Policy Section 4.1 to 4.5 inclusive.
7. Academic penalties will be imposed on preservice teachers whose behaviour is deemed unprofessional, unethical or a breach of UniSQ, Department of Education Qld or any other jurisdiction, Catholic Schools Office or Independent School Code of Conduct.
8. Preservice teachers found to have committed serious breaches of unprofessional, unethical behaviour or a breach of UniSQ, Department of Education Qld or any other jurisdiction, Catholic Schools Office or Independent School code of conduct may be excluded from their UniSQ Initial Teacher Education program.
9. If a UniSQ preservice teacher withdraws from a Professional Experience placement prior to its scheduled conclusion this will result in a Fail grade. The exception being consideration of medical grounds.

10. USQ preservice teachers will be advised at the mid-point of any placement if they are deemed At-Risk, marginal or problematic and the UniSQ Liaison Officer will be informed as well as the Professional Experience Director and the relevant Program Director. This advice will then involve discussion of the student's progress and areas of concern.

11. UniSQ preservice teachers can raise issues regarding the Professional Experience placement with the UniSQ Liaison Officer at the mid- point of the placement. The assessment provided by the Supervising Teacher and/or Site Coordinator will be final.

Checklist for Preservice Teacher

This section provides guidelines and a checklist for preservice teachers to assist in the successful completion of Professional Experience placement. Preservice teachers are expected to seek and apply constructive feedback from supervisors and teachers to improve teaching practices. It is important as a preservice teacher that you are aware of your own and 'others' roles and responsibilities towards making the Professional Experience placement a success.

To define your Professional Experience placement as successful you need to consider the following:

1. Did you engage in pre-planning with your Supervising Teacher?
2. Have you met all expectations as listed above from the University?
3. Did you complete all tasks and show initiative?
4. Did you show your teacher your learning episode planning a minimum of 24 hours before you taught?
5. Did you dress appropriately?
6. Did you consistently interact professionally with all staff and students?
7. Did you take on board all appropriate feedback and modify your practice?
8. Did you take a range of written observations of your Supervising Teacher and others? Did you apply these ideas in your own practice?
9. Have you collected evidence of your practice for inclusion in your portfolio?
10. Did you return all resources and thank your teacher?

The importance of being a responsible, ethical and professional preservice teacher needs to be emphasized.

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

Reporting

It is the responsibility of each preservice teacher to ensure that they do not leave the site of each Professional Placement placement, without receiving their Professional Experience placement report, evidence of practice and, where appropriate, a reference from their supervising teacher.

Assessment Scores	Evidence for the APST descriptors
D	Developing skills and knowledge
A	Achieving skills and knowledge
E	Exceeding skills and knowledge

Students 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 preservice teacher's stage of development, skills, knowledge and behavioural expectations in the progress of the Initial Teacher Education program.

There are two reports that are to be completed.

1. Interim Survey and Formal Feedback Report

The Formal Feedback report, which outlines current / existing skills and knowledge, is mapped around Day 5. This optional report is recommended to provide formalised feedback to the preservice teacher and identify ongoing support needs.

The Interim indicator survey is sent to the Supervising Teacher after day 5 of each placement. This survey is submitted to the University to indicate preservice progression to date and the required ongoing level of support.

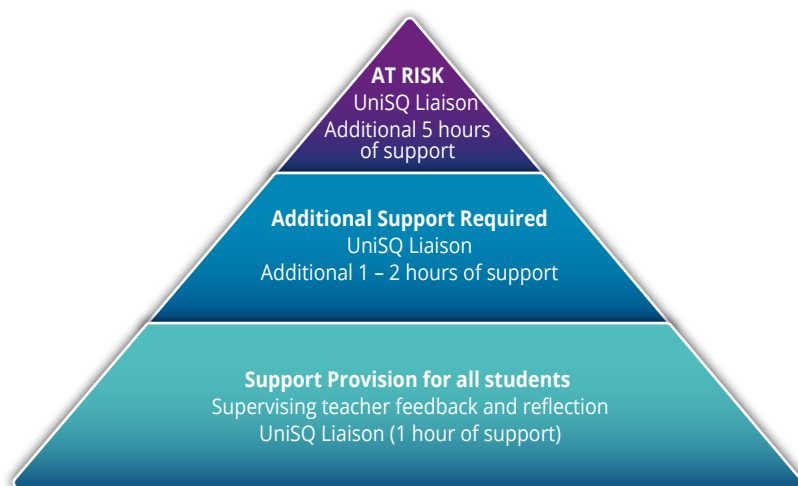
2. Final Report

The Final Report which your supervising teacher uses to provide feedback to you on your Professional Experience 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 placement.

The Final Report is completed at the end of each placement and the Supervising Teacher provides a copy for the preservice teacher and the Site Coordinator. It is the responsibility of both the Supervising Teacher and the Site Coordinator 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 Site Coordinator also files the report at the school and submits the pass/fail grade, including the number of days that the preservice teacher has attended the site. These are important components required for initial teacher registration.

As highlighted in the Professional Experience placement requirements, the preservice teacher must complete a minimum number of days for registration. On completion of this notification, a final grade can be awarded for your course. The Placement Office is responsible for obtaining the online final report. It is not the preservice teacher's responsibility to contact the school for this information.



Please note: The Interim Indicator Survey (sent to Site Coordinators after day 5 of each placement) activates additional and At-Risk support process if required.

At Risk – Action Required Process

Should the Supervising Teacher, UniSQ Liaison and/or Site Coordinator identify that a preservice teacher is at risk of failing the Professional Experience placement, the At-Risk process must be followed.

This formal process is activated through the interim indicator survey, generally by day five (5) of the Professional Experience placement to give time for the preservice teacher to engage with any feedback.

The At-Risk process is as follows:

1. Following regular feedback (copies kept by Supervising Teacher) and completion of the Formal Feedback report, the Site Coordinator will identify concerns with the performance of the preservice teacher.
2. The Supervising Teacher in collaboration with the UniSQ Liaison will document the areas of weakness on the At-Risk Form and forward to the placement team. A copy is kept by the preservice teacher and the site.
3. The UniSQ Liaison may be required to support the site to make the final decision.
4. The At-Risk form ensures all participants understand the entire process.
5. On receipt of the At-Risk form, an 'A team' Liaison is activated.
6. The 'A team' Liaison and the Professional Experience Convenor will provide additional support to the preservice teacher and Supervising Teacher where appropriate.
7. The preservice teacher will pass/fail the Professional Experience placement based on their level of competency adhering to the originally determined placement dates. No additional time is provided to improve the At-Risk decision.
8. Preservice teachers may be required to observe others in-practice or be observed as part of the At-Risk process.
9. A preservice teacher will be awarded a pass for the Professional Experience placement when they have made improvements that meet the standard requirements of the placement in the identified areas and also meet the requirements of placement in the required number of days.
10. A preservice teacher will be awarded a fail for the Professional Experience placement 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 Professional Experience placement by withdrawing the offer of a place. The preservice teacher then ends the Professional Experience placement as professionally as possible.
11. The 'A Team' Liaison may assist the conclusion of the Professional Experience placement and allow the preservice teacher to exit as gracefully as possible and thank the site for their support.
12. A breach of the school's code of conduct or a determination of unprofessional behaviour may result in the University or the School 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 Teacher, 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.

Professional Development Opportunities for Supervising Teachers

Teachers involved in supervising preservice teachers can avail themselves of opportunities of 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. In Education this may be:

1. Courses in education in a range of specialist areas of Early Childhood; Primary; Secondary; Health and Wellbeing; Special Education; Assessment and more. The list of professional development in relation to courses offered can be found at: unisq.edu.au/handbook/current/conted/conted.html
2. Additionally, the School of Education provides a series of Educational Engagement Professional Development workshops. These workshops can be used and are attributable to continuing professional development (CPD) points. This list of workshops can be found at: unisq.edu.au/bela/school-of-linguistics-adult-and-specialist-education
3. 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:
The Australian Institute for Teaching and School Leadership (AITSL) Teacher toolkit, which provides tools for coaching, supervising and performance development. This toolkit can be found at: aitsl.edu.au/tools-resources?topic=78e38691-b1e8-6477-b58f-ff00006709da
4. Professional development opportunities available under the Queensland College of Teachers website at: qct.edu.au/professional-development/resources-and-activities
5. Professional development opportunities available with the Department of Education and Training (VIC) found at: www.education.vic.gov.au/school/teachers/profdev/Pages/default.aspx
6. Professional development as provided by the School of Education for 'supervisor training'. Registration will be available at: unisq.edu.au/current-students/academic/education-placements/resources-for-schools
7. The University of Southern Queensland also offers support through the Professional Experience placement webpage, which provides up to date guides on expectations for supervising teachers and preservice teachers. unisq.edu.au/current-students/academic/education-placements/placement-requirements-and-reports

Professional Experience Early Childhood



Master of Learning & Teaching (Early Years) – Professional Experience Program Progression

APST	EDM5014	EDM5001	EDM8017	EDM8100
	20 day Kindergarten setting	20 day P-3 School setting with minimum 1 lesson observation in Year 4-6 classroom	10 day Birth – 2 years setting	25 day Final Supervised Placement P-3 School setting GTPA with QPERF report
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Demonstrates awareness of children's learning and development needs through observation and documentation.	Demonstrates knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).	Demonstrate and seek an understanding of children's characteristics (familial, cultural, religious, social) through observation, discussion and reflection.	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 No formal assessment within Professional Experience Placements				
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Demonstrates awareness of differentiated teaching strategies (recording observations) that are responsive to children's learning and development from diverse backgrounds (Example: discuss and identify teaching strategies that have been modelled by supervising teacher) during placement only.	Demonstrating knowledge of teaching strategies through the planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).	Demonstrate knowledge of teaching strategies that are responsive to the diverse backgrounds of all children including their family (Example: discuss and identify teaching strategies that have been modelled by the early childhood educator) during placement only.	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 No formal assessment within Professional Experience Placements				
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	Demonstrates awareness of differentiation strategies that are responsive to all children's learning and development needs (Example: discuss and identify strategies that have been modelled by supervising teacher) during placement only.	Demonstrates knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching)	Demonstrate knowledge of strategies that are responsive to all children's learning and development needs (Example: discuss, identify and record strategies that have been modelled by the early childhood educator e.g. Child A needs to go to bed at 11:30am) during placement only.	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
1.6 No formal assessment within Professional Experience Placements				
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Demonstrates awareness of the role of curriculum in planning a learning experience (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only.	Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents	Demonstrates knowledge of the role of curriculum in planning a learning experience (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Organise content into an effective learning and teaching sequence.	Organises the content of learning experiences into a logical sequence.	Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing and synthesising phases; introduction, body and closing phases).	Organise the content of the learning experiences into a logical sequence (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only.	Organise content into an effective learning and teaching sequence.

Master of Learning & Teaching (Early Years) – Professional Experience Program Progression continued.

APST	EDM5014	EDM5001	EDM8017	EDM8100
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Uses curriculum and assessment (focused observations) to design learning experiences.	Uses relevant curriculum and assessment documents to develop a sequence of lessons/learning experiences	Uses curriculum and focused observation to design learning experience (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only.	Use curriculum, assessment and reporting knowledge to design learning sequences.
2.4 No formal assessment within Professional Experience Placements				
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Demonstrate an awareness of literacy and numeracy teaching strategies within play-based learning experiences. (Example: discuss and identify strategies with supervising teacher) during placement only.	Identifies literacy and numeracy teaching strategies and their application in lesson plans.	Demonstrates a knowledge of literacy and numeracy teaching strategies within play-based learning experiences (Example: identify strategies within learning experience plan e.g. using finger rhymes).	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Not assessed	Not assessed	Not assessed	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Writes clear learning goals for each planned learning experiences (Example: drawing from observations identify possible learning goals for a focus child).	Develops a sequence of lessons with explicit, challenging and achievable learning goals.	Writes clear learning goals for each planned learning experience.	Sets learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan learning experience sequence using knowledge of student learning, content and effective teaching strategies (Example: student A, interest in Dinosaurs across a week).	Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.	Not assessed	Plans lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Include a range of teaching strategies.	Trials teaching strategies to support children's learning.	Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.	Implements teaching strategies to support children's learning.	Include a range of teaching strategies.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Demonstrate a knowledge of resources, including ICT, to engage children in learning.	Uses a range of resources and ICTs that target students' interests and learning needs.	Not assessed	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Uses voice, facial expression, gestures, physical movement and visual cues to engage children in learning during placement only.	Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.	Uses voice, facial expression, gestures, physical movement and visual cues to engage children in learning during placement only.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.	Developing a knowledge of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising teacher.	Evaluates own lessons and teaching sequences to promote student learning.	Developing a knowledge of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising educator.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.
3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Interacts with parents/carers and promotes opportunities for parental input to build connections between home and the centre.	Not assessed	Interacts with parents/carers and promotes opportunities for parental input to build connections between home and the centre.	Not assessed
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	Identify and records strategies used to ensure all children can participate and actively engage in activities.	Identifies a range of strategies to promote the participation of all students.	Identify and records strategies used to ensure all children can participate and actively engage in activities during placement only.	Identify strategies to support inclusive student participation and engagement in classroom activities.

Master of Learning & Teaching (Early Years) – Professional Experience Program Progression continued.

APST	EDM5014	EDM5001	EDM8017	EDM8100
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	Demonstrates an ability to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques) during placement only.	Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.	Demonstrates an ability to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques) during placement only.	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	Observes and records preventative, supportive and corrective strategies to manage challenging behaviour during placement only.	Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Observes and records strategies to manage challenging behaviour during placement only.	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Identify and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside) during placement only.	Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	Identify and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside) during placement only.	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Not assessed	Not assessed	Not assessed	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Demonstrates an understanding of informal and informal formative observations to assess student learning (Example: discuss and identify with supervising teacher) during placement only.	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Demonstrates an understanding of informal and informal formative observations to assess student learning during placement only.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Not assessed	Uses oral and written communication to provide feedback to students about their learning.	Not assessed	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Not assessed	Not assessed	Not assessed	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Demonstrate an ability to interpret informal and informal formative observations to evaluate student learning.	Not assessed	Demonstrates an ability to interpret informal and informal formative observations to evaluate student learning (Example: a child was observed being frightened of cellophane paper. Therefore, cellophane will not be used in the next learning experience) during placement only.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement.	Not assessed	Not assessed	Not assessed	Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement.
6.1 No formal assessment within Professional Experience Placements				
6.2 No formal assessment within Professional Experience Placements				

Master of Learning & Teaching (Early Years) – Professional Experience Program Progression continued.

APST	EDM5014	EDM5001	EDM8017	EDM8100
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Seeks constructive feedback in a positive and professional manner and acts upon it.	Seeks constructive feedback in a positive and professional manner and acts upon it.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 No formal assessment within Professional Experience Placements				
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students during placement only. Applies and understands the centre/system organisational processes and policies in relation to their own conduct and practice during placement only. Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language (where opportunities are provided)	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with children. Applies and understands the centre/system organisational processes and policies in relation to their own conduct and practice during placement only. Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language (where opportunities are provided) Demonstrates a willingness to participate with staff in a range of activities.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession only. Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language (where opportunities are provided) Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice during placement only.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language (where opportunities are provided) Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.				
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.				
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.				

EDM5014 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.

Professional Experience context: Semester 1 (First Semester), 20-day supervised Kindergarten placement

The course provides early childhood preservice teachers with the opportunity to develop an understanding and awareness of key features and themes of early childhood curriculum, frameworks and approaches and how these documents can inform pedagogical decision-making. The course provides opportunities for preservice teachers to engage with and apply key learning to practice. Preservice teachers will participate in professional conversations and personal reflection as a way of improving practice. Preservice teachers will also investigate educative and interactive strategies required for the facilitation and support of successful transitions for children and families across learning contexts.

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have **daily experience** in the following areas (unless otherwise stated). Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience	Required experiences									Portfolio Resource Development
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning experiences	Collecting PE artefacts in a folder	Teaching	
	- Orientating to site, code of ethics, regulations, policies, environment, individual Class(es). - Preservice teacher to bring printed copies of - Placement guidelines/ report - PE program progression. - Conduct situational analysis - Collect background info to develop child profiles	- routines - teaching and learning practices - approaches for managing challenging behavior - assessment and feedback - children/FC'n - play based learning - intentions teaching techniques - interpreting observations.	- Working with all children, responding to and differentiating for children's learning and development from diverse backgrounds. - General support and class Eng/mt. Routines - Positive relational practices	- Attending meetings, playground duty, school activities, bus duty, etc. - as required by your Supervising Teacher's roster and site requirements. - Professional conversations with peers in-service - Professional Development	- Reflecting on observations, your planning and teaching and assessment through daily self reflection records. - UniSQ EC Model of CR	- Discussing modeled teaching strategies and planning Professional learning with your Supervising Teacher and UniSQ Liaison. - Identify 1-2 learning goals for FC'n - Share planning/ seek daily feedback	- Planning learning experiences with curriculum and teaching strategies by - identifying possible teaching opportunities from formal observations/ learning stories - planning from identified possibilities. - writing clear learning goals. - Co-construct LE and planning with children - Use variety of AAP's	- Should contain, observations, reflections, feedback, lesson plans, resources. - Day 5 interim report - Day 20 final report	- Teaching planned learning experiences. Plans and associated resources must be shared with Supervising Teacher a minimum of 24 hours in advance of the teaching. - Negotiate with your Supervising Teacher when the teaching will occur: - organize classroom activities - use a range of verbal and non-verbal strategies to engage children in learning - provide clear direction.	- Age-appropriate resources and examples of teaching strategies - Transition practices: finger rhymes, songs etc. - Practices to support children - Ideas and strategies to support the development of children's social competence, positive behaviour etc. - Examples of contextual curriculum use - Documentation of student learning - Story telling resources - Sustainable practices - Inquiry strategies with links to EYLF, QKLG or relevant curriculum.
Day 1	✓	✓	✓	✓	✓	✓				Collect resources as outlined by course materials. These include: observations of focus children; age appropriate resources; transitions practices; routines for indoor and outdoor learning opportunities; supporting self regulating behaviour; programming and planning examples with links to the EYLF or relevant curriculum; data collection; documentation; making judgements; and feedback to children and families.
Days 2-5	✓	Ensure Obs/LS are shared with mentor (2/day)	Daily comm. with families	✓	✓	✓	✓	✓	Ensure plans are shared with teacher previous day or the morning of LE. Teach 2 learning experiences per day (incl. focus children)	
Days 6-10	✓			✓	✓	✓	✓	✓	From day 4 - 1 whole group exp/day	
Days 10-15	✓	2 LS/day Use mosaic approach	Increase resp.	✓	✓	✓	✓	✓	Teach 2 learning experiences per day (incl. focus children) 1 whole group exp/day	
Days 16-20	✓			✓	✓	✓	✓	✓	Build to develop and teach half day program (final week)	

EDM5001 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.

Professional Experience context: Semester 2 (Second Semester), 20-day second supervised placement with 1 lesson observation in year 4-6 classroom for MELT students)

This course will introduce key concepts about student development, specifically cognitive, physical and psychosocial development. The course will examine different explanations for learning, including the behaviourist, cognitive and social-learning perspectives. Individual differences (e.g. intelligence, motivation and social-cultural factors) and how they affect the learning process will also be examined. On the completion of this course, preservice teachers will understand student development, which they will apply when designing effective educational environments that promote learning.

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have **daily experience in the following areas (unless otherwise stated)**. Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience	Required experiences										EDM5001 associated tasks
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder	Teaching		
	to site, environment, individual class(es) Preservice teacher to bring printed copies of course: • Placement guidelines • Placement report • PE program progression.	routines, teaching and learning practices, learning environment, assessment and feedback.	with individual students, small groups and whole class.	Attend meetings, playground duties, etc. as required by your site and Supervising Teacher.	on your planning and teaching and assessing.	and engaging in regular conversations with your Supervising Teacher and UniSQ Liaison.	Lesson plans must be shared with your Supervising Teacher a minimum of 24 hours before teaching.	Should contain, observations, reflections, feedback, lesson plans, resources.	Whole class lessons / short teaching episodes	Whole days (as per your Supervising Teacher's schedule)	and planning for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur:
Day 1	✓	✓	✓	✓	✓	✓					
Days 2-5	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Days 6-10	✓	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 per day	
Days 11-15	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 per day	Build up to 1 full day
Days 16-20	✓	✓	✓	✓	✓	✓	✓	✓	✓	2 per day	Build up to 1 full day
</											

EDM8017 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.

Professional Experience context: Semester 3 (Third Semester), 10-Day, Birth-2-years-old, supervised Early Childhood setting placement

The preservice teacher will critically inquire about the complex and changing nature of learning with, caring for and educating infants and toddlers. Culturally relevant theoretical approaches and methodological innovations to the study of infants and toddlers are explored. Particular attention will be paid to the impact of government and economic policies and directions on services for infants and toddlers and their families. The preservice teacher will examine their own positionality in working with and relating to families, with a focus on questioning and reframing their existing thinking and practices. Through course work, reflexivity and research, preservice teachers will have the opportunity to develop critical pedagogies for working with infants and toddlers, and critical approaches to planning for relationships, attachment, care and play as the curriculum of everyday life in infant and toddler settings. Interconnections between infants and toddlers and their educators are uncovered along with implications for working ethically and respectfully with their families and communities.

Course participants will undertake a Professional Experience placement in an early childhood setting which caters for children birth to two years and their families. It is a requirement during this Professional Experience placement to design and implement an Action Research project in collaboration with stakeholders in the placement setting.

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have **daily experience** in the following areas (unless otherwise stated). Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience	Required experiences								Portfolio Resource Development Resources Include:	
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder		Teaching
	to site, code of ethics, regulations, policies, environment, individual class(es). The preservice teacher to bring printed copies of • Placement guidelines • Placement report • PE program progression • Course assessment requirements.	and documenting • play experiences • room organisation • Supervising Teacher's learning and teaching practices • data collection • decision making based on evidence • 2 children daily using a variety of observation techniques • develop formal observations by including analysis and learning possibilities.	with all children as guided by Supervising Teacher • individually • small group • whole group.	meetings, playground duty, school activities, bus duty, etc. as required by your Supervising Teacher's roster and site requirements.	on observations, on your planning and teaching and assessing through daily self-reflection records.	Discuss insights, queries and concerns from your daily reflections with your Supervising Teacher and Uniso Liaison.	learning experiences and resources in negotiation with Supervising Teacher. Share with your Supervising Teacher a minimum of 24 hours in advance of implementation.	Should contain, observations, reflections, feedback, learning plans, resources.	Preservice teacher will attend the equivalent of a whole school day and participate in the normal routine of the room and Centre. • This placement begins with observing the Supervising Teacher, followed by the preservice teacher implementing the Supervising Teacher's plans – and then implementing preservice teacher's own plans with Supervising Teacher guidance.	
Days 1-5	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	✓	✓	3 learning experiences for individual children or small groups	Action Research • conduct situational analysis • identify overall areas of strength and improvement
Days 6-10	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	✓	✓	Increased responsibility from 3 exp to half day to full day	• write an action research plan in response • share plan with Supervising Teacher • implement change through action research • reflect on implementation and document reflection.

EDM8100 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.

Professional Experience context: Semester 4 (Fourth Semester, 25-day final supervised placement, Prep – Year 3.

During this final supervised Professional Experience placement, preservice teachers will be completing critical work for the Graduate Teacher Performance Assessment (GTPA). The GTPA is a culminating summative task undertaken by initial teacher education students that requires them to plan and implement a data driven cycle of instruction and evidence their practice against the Australian Performance Standards for Teachers (APSTs).

Please note that the preservice teachers' satisfactory completion of the GTPA is a requirement for graduation from the Master of Learning and Teaching program and therefore the work they complete on this Professional Experience placement is significant for them. Further information about the GTPA can be found at <https://www.usq.edu.au/current-students/academic/education-placements/resources-for-schools>

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have *daily experience* in the following areas (unless otherwise stated). Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience placement	Required experiences										GTPA associated tasks
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder.	Teaching		
Day 1	✓	✓	✓	✓	✓	✓	✓	✓	✓		Negotiate with your Supervising Teacher when the following will occur:
Days 2-5	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Days 6-10	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Days 11-15	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Days 16-20	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Days 20-25	✓	✓	✓	✓	✓	✓	✓	✓	✓		

A woman with long brown hair, wearing a patterned halter top, is smiling as she helps two children plant seedlings. The children, a boy and a girl, are wearing blue and yellow school uniforms and black gardening gloves. They are standing outdoors in a garden setting with trees in the background. In the foreground, there is a table with various gardening supplies, including a large black pot, several orange pots, a green watering can, a large green and white striped pumpkin, and several small potted plants. The text "Professional Experience Primary" is overlaid on the left side of the image.

Professional Experience Primary

Master of Learning & Teaching (Primary) – Professional Experience Program Progression

APST	EDM5000	EDM5001	EDM8100
	15 day Lesson Sequences	20 day Unit planning	25 day Final Supervised Placement GTPA with QPERF report
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning and modifications in lessons and formative assessments.	Demonstrates knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 No formal assessment within Professional Experience Placements			
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Demonstrate an awareness of differentiated teaching practice (recording observations) and reflective thinking that show a professional and theoretical knowledge of the importance of catering for diverse learners.	Demonstrating knowledge of teaching strategies through the planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 No formal assessment within Professional Experience Placements			
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print).	Demonstrates knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching)	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
1.6 No formal assessment within Professional Experience Placements			
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Demonstrates accurate knowledge through an articulation and effective explanation of the lesson content effectively to students and can answer content-related questions from students.	Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Organise content into an effective learning and teaching sequence.	Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons that demonstrates an understanding of the need for scaffolding learning.	Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing and synthesising phases, introduction, body and closing phases).	Organise content into an effective learning and teaching sequence.
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Uses relevant curriculum documents in designing to develop a sequence of lessons/learning experiences.	Uses relevant curriculum and assessment documents to develop a sequence of lessons/learning experiences	Use curriculum, assessment and reporting knowledge to design learning sequences.
2.4 No formal assessment within Professional Experience Placements			
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Not assessed	Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Not assessed	Not assessed	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Master of Learning & Teaching (Primary) – Professional Experience Program Progression continued.

APST	EDM5000	EDM5001	EDM8100
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Sets learning goals that cater for individual students of varying abilities and characteristics	Develops a sequence of lessons with explicit, challenging and achievable learning goals.	Sets learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plans a lesson sequence that incorporates a range of teaching and learning strategies that develop learners' understandings and/or skill development, in consultation with the supervising teacher.	Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.	Plans lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Include a range of teaching strategies.	Trials a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these.	Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.	Include a range of teaching strategies.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Trials the use of some learning resources, including ICT, aimed at engaging students in their learning.	Uses a range of resources and ICTs that target students' interests and learning needs.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning.	Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.	Evaluates own lessons and teaching sequences to promote student learning.	Evaluates own lessons and teaching sequences to promote student learning.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.
3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.			
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	Discusses strategies with the supervising teacher and trials some of these.	Identifies a range of strategies to promote the participation of all students.	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	Reinforces established classroom rules, routines and expectations, through the use of clear directions, to effectively manage the learning environment.	Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	Identifies and uses approaches to support appropriate behaviours. (Example, supportive and corrective strategies)	Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.	Not assessed	Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.
4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Not assessed	Not assessed	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred. Demonstrates an awareness of simple summative strategies appropriate to a lesson and/or sequence of lessons.	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Uses oral communication to provide feedback in time to whole class students feedback to student. (Example, well done, the answer is 4)	Uses oral and written communication to provide feedback to students about their learning.	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning

Master of Learning & Teaching (Primary) – Professional Experience Program Progression continued.

APST	EDM5000	EDM5001	EDM8100
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Not assessed	Not assessed	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Not assessed	Not assessed	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement.	Not assessed	Not assessed	Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement.
6.1 No formal assessment within Professional Experience Placements			
6.2 No formal assessment within Professional Experience Placements			
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Receives constructive feedback in a positive and professional manner.	Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 No formal assessment within Professional Experience Placements			
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and awareness of duty of care.	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Acts appropriately according to school/system organisational policies and processes.	Applies and understands the centre/system organisational processes and policies in relation to their own conduct and practice during placement only.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3 No formal assessment within Professional Experience Placements			
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Not assessed	Demonstrates a willingness to participate with school staff in a range of activities.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

EDM5000 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.

Professional Experience context: Semester 1 (First Semester), 15-day first supervised placement.

This course provides an introduction for preservice teachers entering the teaching profession to the basic concepts and developmental issues connected to the pedagogical strategies for learning to teach in an educational setting. Preservice teachers will develop effective lesson planning processes underpinned by the connection between assessment, curriculum and pedagogy. Preservice teachers will be required to use theory to practice connections to justify their teaching and assessment decisions.

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have **daily experience in the following areas (unless otherwise stated)**. Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience placement	Required experiences								EDM5000 associated tasks
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder.	
	to site, environment, individual classes) Preservice teacher to bring printed copies of course: • Placement guidelines • Placement report • PE program Progression.	routines, teaching and learning practices, learning environment, assessment and feedback.	with individual students, small groups and whole class.	Attend meetings playground duties, etc. as required by your site and Supervising Teacher.	on your planning and teaching and assessing.	and engaging in regular conversations with your Supervising Teacher and Uniso Liaison.	Lesson plans must be shared with your Supervising Teacher a minimum of 24 hours before teaching.	Should contain, observations, reflections, feedback, lesson plans, resources.	and planning for teaching and assessing. Negotiate with your Supervising teacher when the following will occur: Whole class lessons/ short teaching episodes Whole days (as per your Supervising Teacher's schedule)
Days 1-2	✓	✓	✓	✓	✓	✓		✓	
Days 3-5	✓	✓	✓	✓	✓	✓	✓	✓	• Gather student data (with Supervising Teacher support) to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals. • Undertake formal lesson observations of Supervising Teacher lessons. • Plan individual lessons for small groups and whole class (formal reflections required following each lesson).
Days 6-10	✓	✓	✓	✓	✓	✓	✓	✓	• Plan a short sequence of lessons aligned to student data and Australian Curriculum (F-10) • Implement verbal and non-verbal strategies for student engagement.
Days 11-15	✓	✓	✓	✓	✓	✓	✓	✓	• Teach the planned sequence of lessons to whole class and monitor student progress. • Make ongoing adjustments based on lesson reflections and Supervising Teacher feedback. • Assess impact on student learning through summative assessment. • Provide verbal feedback to students. • Critically reflect on the effectiveness of planning and implementation. • Determine next steps teaching.

EDM5001 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.

Professional Experience context: Semester 2 (Second Semester), 20-day second supervised placement with 1 lesson observation in year 4-6 classroom for MELT students

This course will introduce key concepts about student development, specifically cognitive, physical and psychosocial development. The course will examine different explanations for learning, including the behaviourist, cognitive and social-learning perspectives. Individual differences (e.g. intelligence, motivation and social-cultural factors) and how they affect the learning process will also be examined. On the completion of this course, preservice teachers will understand student development, which they will apply when designing effective educational environments that promote learning.

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have **daily experience in the following areas (unless otherwise stated)**. Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience placement	Required experiences										EDM5001 associated tasks
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder.	Teaching		
	to site, environment, individual class(es) Preservice teacher to bring printed copies of course: • Placement guidelines • Placement report • PE program Progression.	routines, teaching and learning practices, learning environment, assessment and feedback.	with individual students, small groups and whole class.	Attend meetings, playground duties, etc. as required by your site and Supervising Teacher.	on your planning and teaching and assessing.	and engaging in regular conversations with your Supervising Teacher and UnisQ Liaison.	Lesson plans must be shared with your Supervising Teacher a minimum of 24 hours before teaching.	Should contain, observations, reflections, feedback, lesson plans, resources.	Whole class lessons/ short teaching episodes	Whole sessions e.g. middle (as per your Supervising Teacher's schedule)	Negotiate with your Supervising Teacher when the following will occur:
Day 1	✓	✓	✓	✓	✓	✓					Gather student data to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals.
Days 2-5	✓	✓	✓	✓	✓	✓	✓		✓		
Days 6-10	✓	✓	✓	✓	✓	✓	✓		✓	Build up to 1 per day	• Plan sequences of lessons aligned to student data and Australian Curriculum. • Utilise explicit teaching model and lesson scaffolding within lessons • Implement behaviour management practices and reflection to refine teaching practices.
Days 11-15	✓	✓	✓	✓	✓	✓	✓		✓	2 per day	Build up to 1 full day
Days 16-20	✓	✓	✓	✓	✓	✓	✓		✓	2 per day	Build up to 1 full day
											• Teach the planned sequences of lessons to whole class. • Provide written and verbal feedback to students. • Monitor student learning and make planning adjustments.

EDM8100 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.



Professional Experience context: Semester 4 (Fourth Semester, 25-day final supervised placement.

During this final supervised Professional Experience placement, preservice teachers will be completing critical work for the Graduate Teacher Performance Assessment (GTPA). The GTPA is a culminating summative task undertaken by initial teacher education students that requires them to plan and implement a data driven cycle of instruction and evidence their practice against the Australian Performance Standards for Teachers (APSTs).

Please note that the preservice teachers' satisfactory completion of the GTPA is a requirement for graduation from the Master of Learning and Teaching program and therefore the work they complete on this Professional Experience placement is significant for them. Further information about the GTPA can be found at <https://www.usq.edu.au/current-students/academic/education-placements/resources-for-schools>

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have *daily experience in the following areas (unless otherwise stated)*. Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Required experiences										
Timing in Professional Experience placement	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder.	Teaching	GTPA associated tasks
	to site, environment, individual class(es) Preservice teacher to bring printed copies of course: • Placement guidelines • Placement report • PE program Progression.	routines, teaching and learning practices, environment, assessment and feedback.	with individual students, small groups and whole class.	Attend meetings playground duties, etc. as required by your site and Supervising Teacher.	on your planning and teaching and assessing.	and engaging in regular conversations with your Supervising Teacher and UnisQ Liaison.	Lesson plans must be shared with your Supervising Teacher a minimum of 24 hours before teaching.	Should contain, observations, reflections, feedback, lesson plans, resources.	and planning for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur: Whole class lessons/ short teaching episodes Whole sessions e.g. middle Whole days (as per your Supervising Teacher's schedule)	Negotiate with your Supervising Teacher when the following will occur:
Day 1	✓	✓	✓	✓	✓	✓				Gather student data to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals.
Days 2-5	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Days 6-10	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 per day	- Plan a sequence of lessons aligned to student data and Australian Curriculum. - Develop summative task and marking criteria for lesson sequence. - Differentiate for students - Implement assessment practices and feedback to students.
Days 11-15	✓	✓	✓	✓	✓	✓	✓	✓	2 per day	- Teach the planned sequence of lessons to whole class. - Monitor student learning and make planning adjustments.
Days 16-20	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 full day	
Days 20-25	✓	✓	✓	✓	✓	✓	✓	✓	2 full days	- Implement summative task - Mark and moderate task with supervising teacher - Reflect and provide feedback to students. - Report of student learning



Professional Experience Secondary

Master of Learning & Teaching (Secondary) – Professional Experience Program Progression

APST	EDM5000	EDM5001	EDM8100
	15 day Lesson Sequences	20 day Unit planning	25 day Final Supervised Placement GTPA with QPERF report
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning and modifications in lessons and formative assessments.	Demonstrates knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 Not assessed in PE			
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Demonstrate an awareness of differentiated teaching practice (recording observations) and reflective thinking that show a professional and theoretical knowledge of the importance of catering for diverse learners.	Demonstrating knowledge of teaching strategies through the planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Not assessed in PE			
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print).	Demonstrates knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching)	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
1.6 Not assessed in PE			
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Demonstrates accurate knowledge through an articulation and effective explanation of the lesson content effectively to students and can answer content-related questions from students.	Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Organise content into an effective learning and teaching sequence.	Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons that demonstrates an understanding of the need for scaffolding learning.	Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing and synthesising phases, introduction, body and closing phases).	Organise content into an effective learning and teaching sequence.
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Uses relevant curriculum documents in designing to develop a sequence of lessons/learning experiences.	Uses relevant curriculum and assessment documents to develop a sequence of lessons/learning experiences	Use curriculum, assessment and reporting knowledge to design learning sequences.
2.4 Not assessed in PE			
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Not assessed	Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Not assessed	Not assessed	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Master of Learning & Teaching (Secondary) – Professional Experience Program Progression continued.

APST	EDM5000	EDM5001	EDM8100
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Sets learning goals that cater for individual students of varying abilities and characteristics	Develops a sequence of lessons with explicit, challenging and achievable learning goals.	Sets learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plans a lesson sequence that incorporates a range of teaching and learning strategies that develop learners' understandings and/or skill development, in consultation with the supervising teacher.	Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.	Plans lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Include a range of teaching strategies.	Trials a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these.	Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.	Include a range of teaching strategies.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Trials the use of some learning resources, including ICT, aimed at engaging students in their learning.	Uses a range of resources and ICTs that target students' interests and learning needs.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning.	Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.	Evaluates own lessons and teaching sequences to promote student learning.	Evaluates own lessons and teaching sequences to promote student learning.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.
3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.			
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	Discusses strategies with the supervising teacher and trials some of these.	Identifies a range of strategies to promote the participation of all students.	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	Reinforces established classroom rules, routines and expectations, through the use of clear directions, to effectively manage the learning environment.	Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	Identifies and uses approaches to support appropriate behaviours. (Example, supportive and corrective strategies)	Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.	Not assessed	Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.
4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Not assessed	Not assessed	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Uses oral communication to provide feedback in time to whole class students feedback to student. (Example, well done, the answer is 4)	Uses oral and written communication to provide feedback to students about their learning.	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Not assessed	Not assessed	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

Master of Learning & Teaching (Secondary) – Professional Experience Program Progression continued.

APST	EDM5000	EDM5001	EDM8100
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Not assessed	Not assessed	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement.	Not assessed	Not assessed	Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement.
6.1 Not assessed in PE			
6.2 Not assessed in PE			
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Receives constructive feedback in a positive and professional manner.	Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 Not assessed in PE			
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and awareness of duty of care.	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Acts appropriately according to school/system organisational policies and processes.	Applies school/system organisational processes and policies in relation to their own conduct and practice and understands mandatory reporting requirements.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3 Not assessed in PE			
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Not assessed	Demonstrates a willingness to participate with school staff in a range of activities.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

EDM5000 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.

Professional Experience context: Semester 1 (First Semester), 15-day first supervised placement.

This course provides an introduction for preservice teachers entering the teaching profession to the basic concepts and developmental issues connected to the pedagogical strategies for learning to teach in an educational setting. Preservice teachers will develop effective lesson planning processes underpinned by the connection between assessment, curriculum and pedagogy. Preservice teachers will be required to use theory to practice connections to justify their teaching and assessment decisions.

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have **daily experience** in the following areas (unless otherwise stated). Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience placement	Required experiences									EDM5000 associated tasks
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder.	Teaching	
	To site, environment, individual class(es) Preservice teacher to bring printed copies of course: • Placement guidelines • Placement report • PE program Progression.	routines, teaching and learning practices, learning environment, assessment and feedback.	with individual students, small groups and whole class.	Attend meetings playground duties, etc. as required by your site and Supervising Teacher.	on your planning and teaching and assessing.	and engaging in regular conversations with your Supervising Teacher and UniSQ Liaison.	Lesson plans must be shared with your Supervising Teacher a minimum of 24 hours before teaching.	Should contain, observations, reflections, feedback, lesson plans, resources.	and planning for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur: Whole class lessons/ short teaching episodes Whole sessions e.g. middle Whole days (as per your Supervising Teacher's schedule)	Negotiate with your Supervising Teacher when the following will occur:
Days 1-2	✓	✓	✓	✓	✓	✓		✓		• Gather student data (with Supervising Teacher support) to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals. • Undertake formal lesson observations of Supervising Teacher lessons. • Plan individual lessons for small groups and whole class (formal reflections required following each lesson).
Days 3-5	✓	✓	✓	✓	✓	✓	✓	✓		
Days 6-10	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 per day	• Plan a short sequence of lessons aligned to student data and Australian Curriculum (P-10). • Utilise explicit teaching model and lesson scaffolding within lessons. • Implement verbal and non-verbal strategies for student engagement.
Days 11-15	✓	✓	✓	✓	✓	✓	✓	✓	2 per day Build up to 1 full day	• Teach the planned sequence of lessons to whole class and monitor student progress. • Make ongoing adjustments based on lesson reflections and Supervising Teacher feedback • Assess impact on student learning through summative assessment. • Provide written and verbal feedback to students. • Critically reflect on the effectiveness of planning and implementation. • Determine next steps teaching.

- Gather student data (with Supervising Teacher support) to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals.
- Undertake formal lesson observations of Supervising Teacher lessons.
- Plan individual lessons for small groups and whole class (formal reflections required following each lesson).
- Plan a short sequence of lessons aligned to student data and Australian Curriculum (F-10).
- Utilise explicit teaching model and lesson scaffolding within lessons.
- Implement verbal and non-verbal strategies for student engagement.
- Teach the planned sequence of lessons to whole class and monitor student progress.
- Make ongoing adjustments based on lesson reflections and Supervising Teacher feedback.
- Assess impact on student learning through summative assessment.
- Provide written and verbal feedback to students.
- Critically reflect on the effectiveness of planning and implementation.
- Determine next steps teaching.

EDM5001 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.



Professional Experience context: Semester 2 (Second Semester), 20-day second supervised placement with 1 lesson observation in year 4-6 classroom for MELT students

This course will introduce key concepts about student development, specifically cognitive, physical and psychosocial development. The course will examine different explanations for learning, including the behaviourist, cognitive and social-learning perspectives. Individual differences (e.g. intelligence, motivation and social-cultural factors) and how they affect the learning process will also be examined. On the completion of this course, preservice teachers will understand student development, which they will apply when designing effective educational environments that promote learning.

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have **daily experience in the following areas (unless otherwise stated)**. Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience placement	Required experiences										EDM5001 associated tasks
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder.	Teaching		
	to site, environment, individual class(es) Preservice teacher to bring printed copies of course: • Placement guidelines • Placement report • PE program Progression.	routines, teaching and learning practices, learning environment, assessment and feedback.	with individual students, small groups and whole class.	Attend meetings, playground duties, etc. as required by your site and Supervising Teacher.	on your planning and teaching and assessing.	and engaging in regular conversations with your Supervising Teacher and UnisQ Liaison.	Lesson plans must be shared with your Supervising Teacher a minimum of 24 hours before teaching.	Should contain, observations, reflections, feedback, lesson plans, resources.	Whole class lessons/ short teaching episodes	Whole sessions e.g. middle (as per your Supervising Teacher's schedule)	Negotiate with your Supervising Teacher when the following will occur:
Day 1	✓	✓	✓	✓	✓	✓					Gather student data to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals.
Days 2-5	✓	✓	✓	✓	✓	✓	✓		✓		
Days 6-10	✓	✓	✓	✓	✓	✓	✓		✓	Build up to 1 per day	• Plan sequences of lessons aligned to student data and Australian Curriculum. • Utilise explicit teaching model and lesson scaffolding within lessons • Implement behaviour management practices and reflection to refine teaching practices.
Days 11-15	✓	✓	✓	✓	✓	✓	✓		✓	2 per day	Build up to 1 full day
Days 16-20	✓		✓	✓	✓	✓			✓	2 per day	Build up to 1 full day
											• Teach the planned sequences of lessons to whole class. • Provide written and verbal feedback to students. • Monitor student learning and make planning adjustments.

EDM8100 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.



Professional Experience context: Semester 4 (Fourth Semester, 25-day final supervised placement.

During this final supervised Professional Experience placement, preservice teachers will be completing critical work for the Graduate Teacher Performance Assessment (GTPA). The GTPA is a culminating summative task undertaken by initial teacher education students that requires them to plan and implement a data driven cycle of instruction and evidence their practice against the Australian Performance Standards for Teachers (APSTs).

Please note that the preservice teachers' satisfactory completion of the GTPA is a requirement for graduation from the Master of Learning and Teaching program and therefore the work they complete on this Professional Experience placement is significant for them. Further information about the GTPA can be found at <https://www.usq.edu.au/current-students/academic/education-placements/resources-for-schools>

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have **daily experience in the following areas (unless otherwise stated)**. Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing In Professional Experience placement	Required experiences									GTPA associated tasks
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder.	Teaching	
	to site, environment, individual class(es) Preservice teacher to bring printed copies of course: • Placement guidelines • Placement report • PE program Progression.	routines, teaching and learning practices, learning environment, assessment and feedback.	with individual students, small groups and whole class.	Attend meetings, playground duties, etc. as required by your site and Supervising Teacher.	on your planning and teaching and assessing.	and engaging in regular conversations with your Supervising Teacher and UnisQ Liaison.	Lesson plans must be shared with your Supervising Teacher a minimum of 24 hours before teaching.	Should contain, observations, reflections, feedback, lesson plans, resources.	and planning for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur: Whole class lessons/ short teaching episodes Whole sessions e.g. middle Whole days (as per your Supervising Teacher's schedule)	Negotiate with your Supervising Teacher when the following will occur:
Day 1	✓	✓	✓	✓	✓	✓				Gather student data to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals.
Days 2-5	✓	✓	✓	✓	✓	✓	✓	✓		
Days 6-10	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 per day	- Plan a sequence of lessons aligned to student data and Australian Curriculum. - Develop summative task and marking criteria for lesson sequence. - Differentiate for students - Implement assessment practices and feedback to students.
Days 11-15	✓	✓	✓	✓	✓	✓	✓	✓	2 per day	- Teach the planned sequence of lessons to whole class. - Monitor student learning and make planning adjustments.
Days 16-20	✓	✓	✓	✓	✓	✓	✓	✓	Build up to 1 full day	
Days 20-25	✓	✓	✓	✓	✓	✓	✓	✓	2 full days	- Implement summative task - Mark and moderate task with supervising teacher - Reflect and provide feedback to students. - Report of student learning

Queensland Professional Experience Reporting Framework

Final professional experience recommendations





Final professional experience recommendations

This document is part of the suite of documents for the *Queensland Professional Experience Reporting Framework* which can be found online at www.teach.qld.gov.au.

The goal of this document is to measure the standard that has been achieved by a preservice teacher at the end of an initial teacher education program, by comparing it against the Australian Professional Standards for Teachers (APST) Graduate Career Stage. Achieving the **Graduate Career Stage** illustrates readiness of the preservice teacher to enter the workplace.

This template is to be completed during the final summative professional experience required in initial teacher education programs. It has been developed for the use of all Queensland higher education institutions and in all professional experience settings.

Final professional experience recommendations are required by:

- higher education institutions to determine a final assessment score for the professional experience component of an initial teacher education program, based on a school's professional experience recommendations
- employers as a key document in a preservice teacher's professional folio to inform recruitment and employment decisions.

Supervising teachers are to:

- make assessment judgements using the APST Graduate Career Stage descriptors. The APST descriptor reference numbers have been provided linking further information and **Illustrations of Practice**.
- complete this final professional experience recommendations document during a preservice teacher's professional experience
- conduct a moderation process with site coordinators and higher education institution representatives at the conclusion of the professional experience. Moderation requires the agreement of all parties that a valid assessment of the preservice teacher's knowledge, practice, engagement and skills has been made.



Supervising teachers are not required to provide an overall assessment score for the preservice teacher; this is determined by higher education institutions as part of their assessment processes.

APST Graduate Career Stage descriptors have been grouped to assist the supervising teacher's observation and assessment of professional experience. All sections are weighted evenly. Some descriptors are dependent on context so may not be assessable for all preservice teachers during the final summative professional experience. A single piece of evidence may address multiple descriptors, including those in several sections of this form.

Higher education institutions are encouraged to use this document as a basis for non-summative professional experience reporting templates used at earlier professional experience placements.

Assessment ratings	
Exceeding graduate level (E)	Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career Stage.
Graduate level (G)	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage.
Developing towards graduate level (D)	Awareness of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level.
Below graduate level (B)	Little or no evidence of knowledge, practice and engagement or awareness that meet the descriptors at the APST Graduate Career Stage.

Final professional experience recommendations

This page is to be completed by the preservice teacher.

Preservice teacher's name			
Dates	(Full duration of professional experience): From / / to / /		
School name and address			
Number of days (Including pre-placement days)			
School context (where applicable) To complete this section Please refer to: www.schoolsdirectory.eq.edu.au	☐ Metropolitan ☐ Remote ☐ Other (Please indicate):	☐ Provincial ☐ Low socio-economic community	☐ Rural ☐ Indigenous community
Learning phase	☐ Early childhood	☐ Primary	☐ Junior secondary ☐ Senior secondary
Curriculum specialisation			
Class size Number of students in professional experience class	Class 1	Class 2	Class 3
Classroom context (where applicable)	☐ Students with a disability	☐ Indigenous students	☐ Culturally and linguistically diverse students

Summary of prior experience

Strengths identified in your previous teaching professional experience/s	
Teaching professional experience/s you have completed in a rural and remote locations	
Teaching professional experience/s you have completed with Aboriginal groups or Torres Strait Islander communities	
Teaching professional experience/s you have completed with students with a disability	

Section 1: Planning effectively — preparation for teaching

Examples of evidence

Artefacts that have been modified by the preservice teacher to suit the needs of the class such as:

- unit/lesson plans and resources
- school and system documents.

Documented feedback and evaluation of planning that reflects:

- curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies
- the preservice teacher's written reflections.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1	☐	☐	☐	☐
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3	☐	☐	☐	☐
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	APST 1.5	☐	☐	☐	☐
Organise content into an effective learning and teaching sequence.	APST 2.2	☐	☐	☐	☐
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3	☐	☐	☐	☐
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	APST 2.5	☐	☐	☐	☐
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1	☐	☐	☐	☐
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	APST 3.2	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	APST 1.6	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section.

Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 2: Teaching effectively – enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A supervising teacher's observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The preservice teacher's reflections and application of supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1	☐	☐	☐	☐
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6	☐	☐	☐	☐
Include a range of teaching strategies.	APST 3.3	☐	☐	☐	☐
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	APST 3.4	☐	☐	☐	☐
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5	☐	☐	☐	☐
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6	☐	☐	☐	☐
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	APST 1.4	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	APST 2.4	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Describe a broad range of strategies for involving parents/carers in the educative process.	APST 3.7	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of the preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 3: Managing effectively — create safe and supportive learning environments

Examples of evidence

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plans, and individual student behaviour plans.
- A supervising teacher's observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections and records of professional conversations.
- The preservice teacher's written reflections and application of supervising teacher feedback.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	☐	☐	☐	☐
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	☐	☐	☐	☐
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.
Comments are required if 'Developing Towards Graduate Level' or 'Below Graduate Level' has been identified for any of the descriptors.

Section 4: Assessing and recording learning

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, guides to making judgements, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans.
- A supervising teacher's observation notes including comments on formal and informal feedback, questioning techniques and assessment.
- The preservice teacher's written reflections and application of supervising teacher feedback.
- Data gathering tools such as checklists developed or adapted by preservice teacher.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	☐	☐	☐	☐
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2	☐	☐	☐	☐
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3	☐	☐	☐	☐
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4	☐	☐	☐	☐
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	APST 5.5	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 5: Professional conduct

Examples of evidence

- Artefacts such as annotated school and system policies and procedures, and communication with parents/carers.
- A supervising teacher's observations including comments on understanding and adherence to legislative requirements.
- Documentation of participation in school activities including duties, staff meetings and professional development.
- Professionalism including punctuality, dress and interpersonal communication.
- Demonstration of engagement with school staff and external professionals.

Below Graduate Level (B), Developing Towards Graduate Level (D), Graduate Level (G), Exceeding Graduate Level (E)

		B	D	G	E
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4	☐	☐	☐	☐
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	APST 4.5	☐	☐	☐	☐
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1	☐	☐	☐	☐
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2	☐	☐	☐	☐
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4	☐	☐	☐	☐
Please leave blank if unable to assess in the school context Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3	☐	☐	☐	☐

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. Comments are required if 'Developing towards graduate level' or 'Below graduate level' has been identified for any of the descriptors.

Section 6: Excluded descriptors

All descriptors can be assessed in a professional experience setting; however to focus the final professional experience the following four descriptors will be assessed in coursework and do not require assessment in the final professional experience.

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	APST 1.2
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Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in Identifying professional learning needs.	APST 6.1
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Understand the relevant and appropriate sources of professional learning for teachers.	APST 6.2
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Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	APST 6.4
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Section 7: Overall comments

Please use this space to describe the preservice teacher's overall strengths and areas for development.

Section 8: Moderation

Please identify who has moderated the assessment of the preservice teacher.

Moderation may be completed through classroom visit/s or as a panel discussing the evidence and awareness demonstrated by the preservice teacher.

Site coordinator's name		Signature	
		Date	/ /
Higher education institution (HEI) representative's name		Signature	
		Date	/ /
Name of HEI representative who conducted school visits		Signature	
Dates of school visit/s	/ /	Date	/ /
Other moderator name and position if applicable		Signature	
		Date	/ /

Section 9: Signatures

Each of the signatories must retain a copy of this report for their records.

The preservice teacher's signature indicates they have sighted this completed report.

Preservice teacher's name		Signature	
		Date	/ /
Supervising teacher's name		Signature	
		Date	/ /
Other supervising teacher's name		Signature	
		Date	/ /



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