

Professional Experience Book

Bachelor of Early Childhood



Students to use the following email:

Wil@usq.edu.au

Sites to use the following email:

Wil.Support@usq.edu.au

Professional Experience website:

[www.usq.edu.au/education/
professional-experience](http://www.usq.edu.au/education/professional-experience)

InPlace website:

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

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Toowoomba QLD 4350
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Purpose of this Book

This book provides an outline of the requirements for professional experience and the details that pre-service teachers need for a successful placement.

This book contains the following:

1. The roles of schools, site coordinators, supervising teachers, university liaisons and pre-service teachers.
2. Support in place for pre-service teachers.
3. Responsibilities and expectations before, during and after professional experience.
4. The requirements for assessment of professional experience including the expectations for each year level.
5. A professional experience checklist for pre-service teachers, sites and supervising teachers.
6. A list of important contacts.
7. Course expectations

Contents

Important contacts.....	IFC	Checklists for Successful Professional Experience.....	10
Purpose of this Book	IFC	Checklist for Supervising Teacher	10
The University of Southern Queensland.....	1	Prior to Professional Experience	10
Professional Experience	2	Checklist for Pre-Service Teacher	11
Professional Experience AITSL Accreditation		Reporting.....	12
Requirements	2	1. Interim Survey and Formal Feedback Report ..	12
The Professional Experience Placement Process	3	2. Final Report.....	12
During Professional Experience Responsibilities	4	At Risk – Action Required Process.....	13
Attendance	4	Professional Development Opportunities for	
Communication.....	4	Supervising Teachers	13
Dress	4	Bachelor of Early Childhood Professional Experience	
Workplace Health and Safety.....	4	Program Progression.....	15
Discrimination	5	EDU1100 Professional Experience Placement	
Travel	5	Guidelines	19
Legal responsibilities.....	5	EDE3103 Professional Experience Placement	
Code of Conduct	5	Guidelines	20
Discontinuation of placement.....	6	ECP3200 Professional Experience Placement	
Support for Pre-Service Teachers.....	7	Guidelines	21
Academic and personal support services.....	7	ECF3100 Professional Experience Placement	
UniSQ Liaison	7	Guidelines	22
Counselling and Wellbeing Services	7	ECL2200 Professional Experience Placement Guidelines	
Equity Services.....	7	23
Financial services	7		
Insurances	7		
Role Expectations.....	8		
University.....	8		
Site Coordinators	8		
Supervising Teachers.....	8		
University Liaison.....	8		
Pre-service Teacher	9		

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 Masters of Learning and Teaching operates from the Toowoomba and Springfield campuses and has 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

Professional Experience is embedded within each of the Bachelor of Education and Masters of Teaching and Learning 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 course consists of an on-campus/ online program and a professional experience placement, which are aligned to the Australian Professional Standards for Teachers Graduate level and ACECQA (Early Childhood only). There is an expectation that pre-service teachers will achieve competency against all elements through their professional experience placement opportunities and demonstrate professionalism in all their actions. The Professional Experience calendar outlines the length and dates for each embedded professional experience placement.

Professional Experience Calendar

www.usq.edu.au/current-students/academic/education-placements/resources-for-schools

Professional Experience AITSL Accreditation Requirements

Bachelor of Education pre-service teachers must successfully complete the stipulated accredited program placement days, which include the required minimum of 80 days of supervised professional experience with a registered teacher, to graduate and qualify to register as a teacher in Queensland with the Queensland College of Teachers (QCT).

AITSL Accreditation Requirements

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

Programs	Bachelor of Early Childhood
Length of Program	3 years
Number of Courses with Embedded Professional Experience	5
1st Year Semester 1	
1st Year Semester 2	EDU1100 10 days
2nd Year Semester 1	EDE3103 15 days
2nd Year Semester 2	ECP3200 15 days
3rd Year Semester 1	ECF3100 15 days
3rd Year Semester 2	ECL2200 15 days

The Professional Experience Placement Process

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

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 a 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 placement in schools.

It is the **pre-service 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 professional experience. The Professional Experience Office are required to keep Blue Card/Working with Children Check details for assuring regulatory authorities of pre-service teacher Blue Card/WWCC currency and expiry date.

Provided a Blue Card renewal application has been submitted at least 30 days before expiry of the current card, the Blue Card will remain active while the renewal application is processed. 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 by going to 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 pre-service teacher from undertaking professional experience. It is advisable that pre-service teachers do not enrol in a course that contains a professional experience 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 professional experience 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 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 Registration (InPlace)

In Place 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 In Place. 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 (Change of Date)

Professional experience 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. Pre-service teachers are advised not to select a course that includes professional experience in a semester where they are unable to meet the specified requirements of professional experience as outlined. Additional courses selected for the same semester as a professional experience 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 professional experience will be considered by the professional experience coordinator in line with the UniSQ Assessment Policy. Evidence that meets the policy criteria, is required to support your extension applications. Any unsupported application may be refused and this may also delay program completion. Your request for a change of date needs to be submitted in writing to: Wil@usq.edu.au

Placement results

The placements 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.

During Professional Experience Responsibilities

This section provides guidelines of professional responsibilities for the pre-service teacher when entering an educational facility. As visitors to an educational setting and as learning members of the profession, pre-service teachers are expected to demonstrate professionalism in all aspects of their approach to professional experience. This section will outline clearly these expectations around dress and conduct to ensure that pre-service 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 requirements, days missed must be completed to be eligible for QCT registration. It is the pre-service teacher's responsibility to notify the site and UniSQ (through your UniSQ Liaison or Professional Experience 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 pre-service 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 Professional Experience Office or the allocated liaison.

Absences

The specified number of days for each professional experience 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 may include planned or unplanned events. Planned events may include a university examination which requires documentation and organisation prior to 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 placement an absence or change to the dates of the placement must be reported to the Professional Experience 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. These days are counted as a legitimate part of your professional experience. 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. The UniSQ Liaison is the first contact point and you should be proactive in communicating early in the Professional Experience. 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 Professional Experience, the UniSQ Liaison must be contacted. If you are unable to communicate with your UniSQ Liaison, contact the Professional Experience Coordinator.

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 placement.

Education placement clothing and name badges are available to purchase from School Locker <https://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 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 Coordinator.

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.usq.edu.au/documents/142753PL
- Anti-Discrimination Commission Queensland:
getting to know the law:
www.adcq.qld.gov.au/resources/brochures-and-guides/brochures/getting-to-know-the-law

Travel

Students need to be aware that professional experience 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 requirements of their course. Please be aware this 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, 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 pre-service teacher it might be expected that both pre-service 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 has been completed. This would be a significant abuse of the trust placed in the site community (including pre-service teachers) by a student's family. Legislation has been passed to comprehensively protect students from sexual abuse and other inappropriate conduct by those working with children. Pre-service 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 Coordinator (Wil@usq.edu.au). The QCT website also provides access to further resources and information on this area

Code of Conduct

Pre-service 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 pre-service 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 Queensland
qct.edu.au/standards-and-conduct/code-of-ethics
- QCT: Professional Boundaries:
A Guideline for Queensland Teachers
qct.edu.au/standards-and-conduct/code-of-ethics

Photographing and using children's work

Pre-service 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 placement

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

- Inform the Professional Experience Coordinator, your school site coordinator, your UniSQ Liaison Officer 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 Coordinator 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 pre-service teacher's conduct. The university's response to the discontinuation of a placement is dependent on the circumstances surrounding the decision. If the discontinuation of a placement is related to internal school/centre organisation and for reasons outside the pre-service teacher's control, then the university will endeavour to find a new placement for the pre-service teacher. However, under the conditions set by the Queensland College of Teachers, it is likely that the placement will need to be repeated in full. Due to the limited number of placements available, it is also possible that another placement may not be able to be found until the following semester in which the course is offered.

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

Support for Pre-Service Teachers

Whilst on professional experience there are a number of personnel in place to support the pre-service teacher. Initial support is provided by the university liaison, then the course examiner and if necessary the program coordinator. The academics are there to support the pre-service teacher as they navigate the placement.

It is important that pre-service teachers engage with all course work during the semester, course work prepares pre-service teachers for placement and the requirements of teaching and learning during professional experience.

Academic and personal support services

Professional Experience is a very busy time and pre-service 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.

If an issue occurs while you are on Professional Experience, please contact the Professional Experience 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 pre-service teacher undertaking Professional Experience is allocated a UniSQ Liaison for the duration of the Professional Experience. Their role is to support you, and your supervising teacher while you are out on Professional Experience. 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 pre-service teachers. Professional Experience can become a stressful time for a number of reasons. Making those times less stressful is a major goal of the counselling staff at UniSQ.

RELEVANT RESOURCES

- UniSQ Counselling and Wellbeing Service:
www.unisq.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
www.usq.edu.au/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, 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:
www.usq.edu.au/current-students/support/welfare/hardship-assistance

Insurances

Pre-service teachers on UniSQ pre-approved course related 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 pre-service teachers and UniSQ liaisons.

University

UniSQ is committed to providing support to schools and supervising teachers in a range of ways including professional development, university liaisons and contact with the relevant Program Coordinator to assist where required.

A professional experience guide is available online for pre-service teachers, schools and school staff to access at any time. This documentation is provided to support the site in understanding the pre-service 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 pre-service teachers and administrator support to supervising teachers involved in the professional experience. The role of the site coordinator includes:

1. Ensuring the pre-service teacher is placed in appropriate learning environments.
2. Organising the orientation and induction of the pre-service teacher.
3. Facilitating an introduction of the pre-service teacher to the supervising teacher.
4. Allocating suitable workspace for the pre-service teacher.
5. Distributing professional experience 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 pre-service teachers.
10. Completing the online reporting within five (5) days of the placement conclusion and coordinating pay claims for supervising 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 requirements as well as assessment and reporting requirements.
2. Being available to speak to the pre-service teacher before placement for pre-planning purposes.

3. Pre-service 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 pre-service teacher and the student. Maintaining supervision of the pre-service teacher at all times when they are engaging in teaching tasks, playground/bus duty and excursions.

4. Providing written and verbal feedback to the pre-service teacher on their progress on a regular basis.

5. Discussing the requirements for successful completion with the pre-service teacher, including demonstrations of particular skills as required.

6. Providing learning opportunities for the pre-service 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 pre-service teacher is at risk of failing (Refer to At-Risk process) generally before Day five (5) of the placement.

9. Completing both interim and final reports to confirm pass/fail with the site coordinator, including the number of days in attendance.

10. Ensuring pay claim details are provided to the site coordinator.

11. In most cases, when a pre-service 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 pre-service teacher does not meet the requirements of the At-Risk action they will receive a fail grade.

13. Exceptions to the At-Risk process need to be discussed with the Professional Experience Convenor who can be contacted through the placement team.

University Liaison

The UniSQ liaison is the contact point between the site coordinator, supervising teacher, pre-service 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 liaison includes:

1. Connecting with the site coordinator prior to the placement.
2. Connecting with the pre-service teacher prior to the placement.
3. Contacting the site coordinator on the first day of placement to confirm attendance of pre-service 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 pre-service teacher to ensure they are achieving the goals and expectations of the placement.
6. Observing (where possible) the pre-service teacher undertaking teaching tasks and providing feedback on performance.
7. Reminding the site of reporting requirements, assisting where necessary or requested.
8. Reminding pre-service 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.

Pre-service Teacher

There are expectations that all pre-service 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 pre-service teacher includes:

1. Contacting the site coordinator and supervising teacher before commencing professional experience placement.
2. Pre-planning with the site before professional experience.
3. Applying appropriate professional knowledge, practice, engagement, skill and conduct while attending the professional experience.
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.
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 including observation and feedback of your teaching practice.
13. Returning all resources and teaching materials and thanking all staff involved in your placement at the completion of placement or the point of withdrawal.

14. Attending all required days of the placement in a timely manner. The block allocation of professional experience is scheduled for consecutive days to enable best practice opportunities for developmental learning (and to meet external requirements). Illness days should be rescheduled as urgently as possible for minimising placement disruptions and ensuring optimal opportunity to collect appropriate data for assessment requirements if/as required.

Please note: Withdrawal or termination before completion of professional experience will constitute a fail result

Pre-Service teacher role in the At-Risk process:

15. If the At-Risk process is initiated, it is important that the pre-service teacher accept all additional support offered.
16. It is the responsibility of the pre-service 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.

Checklists for a Successful Professional Experience

Checklist for Supervising Teacher

This section provides guidelines and a checklist for supervising teachers to assist in the successful completion of professional experience. Being a supervising teacher with a focus on a successful professional experience requires preparation before the pre-service 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 pre-service teacher with minimal disruption to your usual practices.

Prior to Professional Experience

Meet with the pre-service 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 pre-service teacher to support their preparation.
5. Be familiar with the requirements of the professional experience.
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 pre-service teacher undertakes (observation forms are available via the online site).
4. Discuss requirements of a successful completion of the professional experience with the pre-service teacher as early as possible during the professional experience.
5. Provide support around the collection of evidence of their professional practice.
6. Do not leave the pre-service 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 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 pre-service educator and to discuss progress (utilising Formal Feedback report).

If the pre-service teacher has breached any school, department or the UniSQ Codes of Conduct please notify the Site coordinator and UniSQ Liaison immediately. This may result in immediate dismissal from the site.

After

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

Please note the following:

1. Pre-service teachers will be required to sign a notice of having undertaken the following on-line induction programs (code of conduct, ethical practice...).
2. Pre-service 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 pre-service teacher's progress or performance.
4. Communication by UniSQ liaison officers to the supervising teacher, site coordinator or other appropriate site/school leader and pre-service teacher may be verbal, written, or electronic.
5. A UniSQ pre-service 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 pre-service teacher is asked to leave due to an unsatisfactory performance or unprofessional behaviour, the placement will result in a Fail Grade and a notice will be sent to the pre-service teacher in relation to UniSQ Student Code of Conduct Policy Section 4.1 to 4.5 inclusive.
7. Academic penalties will be imposed on pre-service 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. Pre-service 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 pre-service teacher withdraws from a placement prior to its scheduled conclusion this will result in a Fail Grade. The exception being consideration of medical grounds.
10. UniSQ pre-service 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 academic coordinator of professional experience and the relevant program coordinator. This advice will then involve discussion of the student's progress and areas of concern.
11. UniSQ pre-service teachers can raise issues regarding the 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 Pre-Service Teacher

This section provides guidelines and a checklist for pre-service teachers to assist in the successful completion of professional experience. It is important as a pre-service teacher that you are aware of your own and 'others' roles and responsibilities towards making the professional experience a success.

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

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 pre-service teacher needs to be emphasised.

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

Reporting

It is the responsibility of each pre-service teacher to ensure that they do not leave the site of each placement, without receiving their professional experience 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 pre-service teacher should pass the professional experience placement.

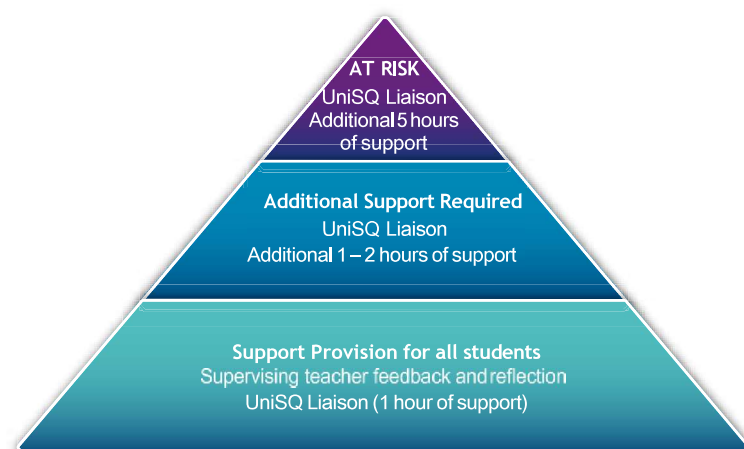
This result should be determined bearing in mind the pre-service teacher's stage of development, skills, knowledge and behavioural expectations in the progress of the Initial Teacher Education program.

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 pre-service teacher and identify ongoing support needs.

The **Interim indicator survey** is sent to the site coordinators after day 5 of each placement. This survey is submitted to the University to indicate pre-service progression to date and the required ongoing level of support.



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.

2. Final Report

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

The Professional Experience Report is completed at the end of each placement and the supervising teacher submits the report online. 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. These are important components required for initial teacher registration.

As highlighted in the professional experience 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.

At Risk – Action Required Process

Should the Supervising teacher, UniSQ Liaison and/or site coordinator identify that a pre-service 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 pre-service 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 pre-service 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 pre-service 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 pre-service teacher and supervising teacher where appropriate
7. The pre-service teacher will pass/fail the professional experience based on their level of competency adhering to the originally determined placement dates. No additional time is provided to improve the At-Risk decision.
8. Pre-service teachers may be required to observe others in-practice or be observed as part of the At-Risk process
9. A pre-service teacher will be awarded a pass for the professional experience when they have made improvements that meet the standard requirements of the placement in the identified areas and also meet the requirements of the professional experience in the required number of days.
10. A pre-service teacher will be awarded a fail for the professional experience when they have not demonstrated adequate improvement and/or not attended the required number of days. The pre-service teacher will fail if they withdraw or the site concludes the experience by withdrawing the offer of a place. The pre-service teacher then ends the placement as professionally as possible
11. The 'A Team' Liaison may assist the conclusion of the placement and allow the pre-service 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 teaching, including copies of written feedback and the formal feedback report, are all evidence of performance. It is imperative that the professional judgement of At Risk is defensible and the At-Risk process assists in documenting the pre-service teacher's weaknesses and areas requiring improvement.

The pre-service 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 pre-service 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 pre-service 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: www.usq.edu.au/handbook/current/conted/profdev-education.html
2. Additionally, the School of Teacher Education and Early Childhood along with the School of Linguistics, Adult and Specialist Education provide 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: www.unisq.edu.au/bela/school-of-linguistics-adult-and-specialist-education
The University is also committed to providing opportunities for supervising teachers to advance their skills in supervising and supervising our pre-service teachers and suggest the following training:
 1. 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: www.aitsl.edu.au/tools-resources/most-popular-tools-and-resources
 2. Professional development opportunities available under the Queensland College of Teachers website at: qct.edu.au/professional-development
 3. Professional development opportunities available with the Department of Education and Training (VIC) found at: www.education.vic.gov.au/school/teachers/learningneeds/Pages/professional-learning.aspx
 4. Professional development as provided by the School of Teacher Education and Early Childhood for 'supervisor training'. Registration will be available at: www.unisq.edu.au/bela/school-of-linguistics-adult-and-specialist-education
The University of Southern Queensland also offered support through the professional experience webpage, which provides up to date guides on expectations for supervising teacher and pre-service educators.

Professional Experience Early Childhood



Bachelor of Early Childhood Professional Experience Program Progression



APST	EDU1100	EDE3103	ECP3200	ECF3100	ECL2200
	(2-4 years) Play focus	15 days EC Setting (Kindergarten)	15 days School (Prep) Science Learning Area Focus	15 days EC Setting (Birth-2)	15 days School (Prep-Grade 2) + Observation of Year 4-6 classes. English Curriculum
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Writes observations to identify children's learning and development (Examples: types of play, literacy and numeracy learning through play, types of interactions that support learning and development).	Demonstrates awareness of children's learning and development needs through observation and documentation.	Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning (Example: Inquiry plan within science lessons).	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 (example: develop a class profile using existing data e.g. Running Records and Phonemic Awareness test).
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 awareness of teaching strategies that are responsive to children's learning and development from diverse backgrounds (Example: discuss and identify teaching strategies that have been modelled by the teacher).	Demonstrate awareness of teaching strategies that are responsive to children's learning and development from diverse backgrounds (Example: discuss and identify teaching strategies that have been modelled by the teacher).	Demonstrate awareness of teaching strategies that are responsive to the diverse backgrounds of all students in the classroom (Example: reflect upon and record the selection of teaching strategies modelled by the supervising teacher; identify teaching strategies within lesson plans).	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).	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds (Example: using class profile data, Student A, B and C identify as English as a Second Language and require visual supports).
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.	Demonstrate 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 the teacher).	Demonstrate 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 the teacher).	Demonstrate awareness of differentiation strategies that are responsive to all children's learning needs (Example: discuss and identify strategies that have been modelled by the teacher).	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).	Demonstrate knowledge of differentiation strategies that are responsive to the learning strengths and needs of students (Example: using running record data, Student A, B and C require intensive teaching).
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 awareness of the role of curriculum in planning a learning experience.	Demonstrates awareness of the role of curriculum in planning a learning experience.	Demonstrates awareness of the role of curriculum in lesson planning.	Demonstrates knowledge of the role of curriculum in planning a learning experience.	Demonstrates knowledge and understanding of the key concepts with the teaching area through lesson planning (Example: linking lesson goals to relevant curriculum).
2.2 Organise content into an effective learning and teaching sequence.	Not assessed	Organise the content of learning experiences into a logical sequence.	Organise the content of the lesson into a logical sequence.	Organise the content of the learning experiences into a logical sequence.	Organise content into a learning and teaching sequence.
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Not assessed	Uses curriculum and assessment (focused observations) to design learning experiences.	Uses curriculum and assessment (focused observations) to design lesson plans.	Uses curriculum and focused observation to design learning experience.	Uses relevant curriculum documents and assessment to develop a sequence of lessons/learning experiences. (Example: lesson sequence develops knowledge required for summative task).
2.4 Not assessed in PE					

Bachelor of Early Childhood Professional Experience Program Progression

APST	EDU1100	EDE3103	ECP3200	ECF3100	ECL2200
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Not assessed	Demonstrate an awareness of literacy and numeracy teaching strategies within play-based learning experiences. (Example: discuss and identify strategies with supervising teacher).	Demonstrate an awareness of literacy and numeracy teaching strategies within lessons/ learning experiences. (Example: discuss and identify strategies with supervising teacher).	Demonstrate 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 English.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Not assessed	Not assessed	Not assessed	Not assessed	Trials teaching strategies for using ICT's.
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Writes learning goals for each planned learning experiences (Example: drawing from observations identify possible learning opportunities).	Writes clear learning goals for each planned learning experiences (Example: drawing from observations identify possible learning goals for a focus child).	Writes learning goals for students of varying abilities and characteristics.	Writes clear learning goals for each planned learning experiences.	Write learning goals that provide challenges for students of varying abilities and characteristics.
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Not assessed	Plan learning experience sequence using knowledge of student learning, content and effective teaching strategies (Example: student A, interest in Dinosaurs across a week).	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Not assessed	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Include a range of teaching strategies.	Trials several teaching strategies that support children's learning.	Trials teaching strategies to support children's learning.	Implement a range of teaching strategies identified within lesson plans.	Implements teaching strategies to support children's learning.	Implement a range of teaching strategies identified within lesson plans.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Demonstrates an awareness of the use of resources that engage children in their learning (Example: building blocks).	Demonstrate a knowledge of resources, including ICT, to engage children in learning.	Demonstrate a knowledge of and use resources, including ICT, to engage students in their learning.	Not assessed	Demonstrate a knowledge of and use a range of resources, including ICT, to engage students in their learning.
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Trials the use of some verbal and non-verbal communication strategies.	Uses voice, facial expression, gestures, physical movement and visual cues to engage children in learning.	Trials questioning and scanning skills together with an effective use 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.	Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures 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.	Not assessed	Developing a knowledge of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising teacher.	Developing a knowledge of strategies that can be used to evaluate lesson plans through reflective conversations with supervising teacher.	Developing a knowledge of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising educator.	Demonstrating knowledge of strategies that can be used to evaluate lesson plans. (Example: uses student assessment data and reflection on lessons taught to inform future planning).
3.7 Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.	In negotiation with the Supervising Teacher.				

Bachelor of Early Childhood Professional Experience Program Progression

APST	EDU1100	EDE3103	ECP3200	ECF3100	ECL2200
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.	Observes and records strategies used to ensure all children can participate and actively engage in activities	Identify and records strategies used to ensure all children can participate and actively engage in activities.	Observes and records strategies used to ensure all students can participate and actively engage in classroom activities	Identify and records strategies used to ensure all children can participate and actively engage in activities.	Identify and records strategies used to ensure all students can participate and actively engage in activities.
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	Observe and trials the use of instructional techniques.	Demonstrates an ability to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques).	Demonstrates an ability to organise activities and provide clear directions (Example: reinforces established classroom rules, routines and expectations).	Demonstrates an ability to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques).	Demonstrates an ability to organise activities and provide clear directions (Example: establishing rules, expectations and routines to support transitions and activities).
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	Not assessed	Observes and records preventative, supportive and corrective strategies to manage challenging behaviour.	Observes and records preventative, supportive and corrective strategies to manage challenging behaviour.	Observes and records strategies to manage challenging behaviour.	Demonstrates knowledge of use of practical approaches to manage challenging behaviour (Example: support on-task behaviour and prevent and correct off-task behaviours).
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).	Identify and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside).	Identify and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: curriculum riskassessment).	Identify and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside).	Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.
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	Not assessed	Understand strategies which promote safe, responsible and ethical use of ICT's.
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Not assessed	Demonstrate an understanding of informal and informal formative (observations) to assess student learning.	Demonstrate an awareness of assessment strategies used to identify that learning that has or has not occurred (Examples: formative - formal and informal observations)	Demonstrate an understanding of informal and informal formative (observations) to assess student learning.	Demonstrate an understanding of assessment strategies used to identify that learning that has or has not occurred (running records, formal observations and summative assessment).
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Not assessed	Not assessed	Uses oral communication to provide feedback in time to whole class (Example: "Great job everybody, you are correct 1 + 1 is 2").	Not assessed	Uses oral and written communication to provide feedback about learning (Example: Use of corrective and affirmative feedback that corrects misconceptions; marking homework).
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	Not assessed	Show an understanding through observation notes and reflections of how assessment is moderated to ensure consistent and comparable judgements.
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Not assessed	Demonstrate an ability to interpret informal and informal formative (observations) to evaluate student learning.	Demonstrate an ability to interpret existing assessment data (student work samples; observations) to evaluate student learning and discuss implications for modifying teaching practices.	Demonstrate 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).	Demonstrate an ability to interpret existing assessment data (student work samples; observations, running records) to evaluate student learning and modify teaching practices.

Bachelor of Early Childhood Professional Experience Program Progression

APST	EDU1100	EDE3103	ECP3200	ECF3100	ECL2200
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	Not assessed	Demonstrates an understanding of the school's reporting procedures and policies and discusses student achievement with the supervising teacher.
6.1 Not assessed in PE	No formal assessment within Professional Experience Placements				
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.	Seeks constructive feedback in a positive and professional manner and acts upon it.	Receives 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.	Seeks constructive feedback in a positive and professional manner and acts upon it to improve teaching practices.
6.4 Not assessed in PE	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.	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.	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 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.
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Applies centre/system organisational processes and policies to own conduct and practice.	Applies and understands the centre/system organisational processes and policies to own conduct and practice.	Applies school/system organisational processes and policies to own conduct and practice.	Applies and understands centre/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.	Applies and understands school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.
7. 3 Not assessed in PE	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.	Demonstrates a willingness to participate with staff in a range of activities.	Demonstrates a willingness to participate with staff in a range of activities.	Demonstrates a willingness to participate with staff in a range of activities.	Demonstrates a willingness to participate with staff in a range of activities.	Demonstrates a willingness to participate with school staff in a range of activities.

EDU1100 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 scheduled.



Professional Experience context: First Year, 10-day placement.

Introduction to Professional Experience is the preservice teacher's first opportunity to undertake formal teaching in a school.

This **first year** second semester course provides the opportunity for preservice teachers to attend contexts and demonstrate they can apply the micro-skills of teaching. Preservice teachers will some develop skills in effective questioning, facilitating group learning and using student performance to identify focus areas for future planning and teaching.

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							Associated Course Assessment Tasks
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting artefacts in a PE folder	Teaching			
	to site, environment, individual class(es). Students to bring printed copies of course: • Placement guidelines • Placement report • Program PE Table	routines, teaching and learning practices, learning environment, assessment and feedback. This may include discussing how to: • Plan a sequence of lessons • Applying assessment for and as learning • Goal setting • Managing whole class activities	with individual student's small groups and whole class	meetings and duties etc. as required by your site and supervising teacher's roster	on your planning and teaching and assessing	and engaging in regular discussions and professional learning conversations with your Supervising Teacher and University Liaison	lesson plans and associated resources must be shared with your supervising teacher a min 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: • Planning for individual lessons/learning episodes • Teaching lessons/learning episodes			
									Whole class lessons / short teaching episodes	Whole sessions (e.g. morning, middle or afternoon)	Whole days (as per your Supervising Teacher's schedule)	
Day 1	✓	✓	✓	✓	✓	✓						• Take observations and engage in discussions with supervising teacher about teaching practices across the school contexts. • Work with small groups.
Days 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	By the end of the 1 st week, deliver 2 short learning episodes or 1 Lesson			
Days 6 – 10	✓	✓	✓	✓	✓	✓	✓	✓	During the 2 nd week, deliver 4 short learning episodes or 2 lessons			

EDE3103 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: Second Year, 15-day Kindergarten placement

EDE3103 is the preservice educator's first opportunity for placement in a kindergarten setting. The course provides early childhood educators with the opportunity to develop understanding and awareness of key features and themes of early childhood curriculum, frameworks and approaches. Preservice educators will examine factors that impact on curriculum decision-making and their role in the learning environment. The focus of the kindergarten placement is to bring this theory to life, providing opportunity for pre-service educators to apply feedback from supervising teachers to the planning of age appropriate pedagogical strategies that support child agency, learning and development through play; and respond to the needs of children from diverse backgrounds and learning needs. A collection of information and documentation that demonstrates children's learning and development through play, and the role of the educator in supporting and extending on children's learning, is to be prepared over the duration of the professional experience. Preservice educators are expected to keep copies of all observations, reflections and experience plans. These are to be used for later reflection, documentation to inform assessment, and preparation for subsequent professional experiences.

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	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/Learning Experiences	Collecting PE artefacts in a folder	Teaching	Portfolio Resource Development
	<ul style="list-style-type: none">to site, environment, individual classes.Students to bring printed copies of:<ul style="list-style-type: none">Placement guidelinesPlacement reportProgram PE Table.Conduct a situational analysisCollect background info to develop child profiles	<ul style="list-style-type: none">Obs – Play experiences involving focus students- Y/FCUtilise the LS templateAdhere to mandating reporting requirements2 Learning Stories (LS)/day with FC'n	<ul style="list-style-type: none">with all children/families. General support and class Eng/mt. Requires Positive relational practices	<ul style="list-style-type: none">Meetings Professional conversations with peersInservice Professional Development	<ul style="list-style-type: none">On observationsOn your planning and teaching and assessing through daily self-reflection recordsUNISQ EC Model of CR	<ul style="list-style-type: none">Identify & Learning goals for FC'nOngoing daily Prof Conv's with staff/mentor on a key topic e.g. Discuss impact of student/ culture on identity and planning	<ul style="list-style-type: none">Create 2 LE/day (Y/FC) document. Starts from previous day and emergent interests & child inputAdopt a play-based pedagogical approachIntegrate ICT's and literacy/ numeracy	<ul style="list-style-type: none">Should contain observations, reflections, feedback, lesson plans, resourcesDetails on child profiles for FC'n (make notes on child strengths/ interests etc.)	<ul style="list-style-type: none">Teaching and planning for experiences.Negotiate with your Early Education Teacher when the following will occur:<ul style="list-style-type: none">Drawing from 2 focus students learning stories observations identify possible support or extension learning experiencesPlanning for teaching learning experiencesUtilise the EDE3103 LE Template	<ul style="list-style-type: none">Resources include:<ul style="list-style-type: none">Age-appropriate resource and examples of teaching strategiesTransition practices: finger rhymes, songs etc.Practices to support children'sIdeas and strategies to support the development of children's social competence, positive behaviour etc.Week 2:<ul style="list-style-type: none">Examples of contextual curriculum useDocumentation of student learningStory telling resourcesSustainable practicesInquiry strategies with links to OKLG, or interstate EYLF.
Day 1	✓	✓	✓	✓	✓					
Day 2 – 5	✓	Ensure Obs/LS are shared with mentor (2/day)	Daily comm. with families	✓	✓	Share planning and seek daily feedback	✓	Day 5 report	Ensure plans are shared with teacher previous day or the morning of LE. Teach 2 learning experiences per day (incl. focus children) 1 whole group exp/day	Seek examples of communication about the importance of play for EDE31030 assessment task 3.
Day 6 – 10		2 LS/day Use mosaic approach	Increase resp.	✓	✓	✓	Co-construct LE and plan with children Use variety of AAP's	✓		
Day 11 – 15		2 LS/day Use mosaic approach	✓	✓	✓	✓		PE Report	Build to develop and teach half day program	

ECP3200 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: Second Year, 15 Day, Prep placement

ECP3200 is the preservice teacher's first opportunity for a rich and productive placement in a primary school setting. The focus of the placement is gaining a deep knowledge and appreciation of the learning and assessment program, with a particular focus on the key learning area of Science. Situational analysis of the classroom and school will be compiled which will allow the preservice teacher to get to know social, contextual and cultural influences on teaching, learning and assessment. Information about the local community and families, the setting, the educational program, relevant policies and procedures, routines, and planning expectations for their intentional teaching and the children will be included. Over the duration of the professional experience, the preservice teacher will complete curriculum mapping, plan a science inquiry, and implement 5 learning experiences from this inquiry plan, all in collaboration with their supervising teacher.

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									
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder	Teaching	Portfolio Resource Development
	to site, sociocultural environment, individual class(es), Presence teacher's to bring printed copies of: <ul style="list-style-type: none">• Placement guidelines• Placement report• Program PE Table• Course assessment requirements	and documenting teaching practices, assessment and children's interactions, involvement and participation	with all children, guided by supervising teacher	meetings, playground duty, school activities, bus duty, etc, as required by your supervising teacher's roster and site requirements	on observations, your planning, teaching and assessing through daily self-reflection	Discuss insights, queries or concerns from your daily reflection with supervising teacher and University Liaison	learning experiences and resources in negotiation with supervising teacher. Share with your supervising teacher a min. of 24 hours in advance of implementation	Observations, reflections, feedback, lesson plans, resources	preservice teacher will attend for the full school day and participate in the normal routine of the classroom and school. This placement begins with observing the supervising teacher's plans – and then implementing the preservice teacher's own plans with supervising teacher guidance.	<ul style="list-style-type: none">• Transition practices• Age-appropriate ICT resources, multimerics, multimedia for Science inquiries• Children's literature – Science and Mathematics focus – and storytelling props• Natural science materials and resources• Sustainable practices – ideas for sustainability inquiries• Ideas and strategies to support the development of children's social competence, positive behaviour and confidence.• Programming and planning examples of play, indoor and outdoor learning.• Communication and collaboration examples of colleagues: data collection, documentation, moderation, making judgements and feedback• Professional learning activities
Day 1 & 2	✓	✓	✓	✓	✓	✓	✓	✓	Conduct situational analysis, Templates in PE folder on ECP3200 StudyDesk	Course assessment Complete Portfolio Item 1: Curriculum mapping with supervising teacher (See ECP3200 assessment)
Day 3, 4 & 5	✓	✓	✓	✓	✓	✓	✓	✓	3 learning experiences for small groups or whole class; implement supervising teacher plans and following modelling by the supervising teacher on previous PE days	Plan science inquiry and seek feedback from supervising teacher (see ECP3200 assessment item 2) Negotiate which aspects of the project inquiry preservice teacher will implement over the next two weeks Discuss how to organise classroom activities, promote positive behavior, scaffold learning in science.
Day 6 – 10	✓	✓	✓	✓	✓	✓	✓	✓	3 learning experiences; implement supervising teacher plans 2 learning experiences; preservice teacher's own plans with supervising teacher's feedback prior to implementation	Implement required activities from science inquiry plan (see ECP3200 assessment item 2)
Day 11 – 15	✓	✓	✓	✓	✓	✓	✓	✓	Build towards one session each day for 2 days; preservice teacher's own plans with supervising teacher's feedback prior to implementation	Implement required activities from science inquiry plan (see ECP3200 assessment item 2)

ECF3100 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: Third Year, 15 Day, Birth-2-year-old, Early Childhood setting placement

The focus of this placement is upon observing, facilitating and engaging in meaningful interactions to provide rich and stimulating learning environments for individuals and groups of children. This aim of the professional experience is to provide the opportunity for preservice teachers to develop an understanding of working with infant to 2-year old children through a curriculum approach of play, care and attachment. During the placement, preservice teachers will demonstrate an ability to plan, enact and evaluate play-based learning experiences using diverse strategies and resources. A Situational Analysis of the early childhood setting will allow the preservice teacher to get to know and more deeply understand the early childhood service. Information about the local community and families, the setting, program philosophy, relevant policies and procedures, centre routines and planning expectations for their intentional teaching and the children will be included. A collection of information and documentation that demonstrates children's learning and development is to be prepared over the duration of the professional experience. These are to be used for later reflection and preparation for subsequent professional experiences.

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									
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artifacts in a folder	Teaching	Portfolio Resource Development
Day 1 – 5	to site, room and sociocultural environment, Preservice teachers to bring printed copies of <ul style="list-style-type: none">• Placement guidelines• Placement report• Program PE Table• Course assessment requirements	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">with all children as guided by supervising teacher.• Individually• Small group• Whole group	meetings 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 University Liaison	Learning Experiences and resources in negotiation with supervising teacher. Share with your supervising teacher a min. of 24 hours in advance of implementation.	Preservice teacher's documentation in a folder. Observations, reflections, feedback, learning plans, resources	preservice teacher will attend for the full school day and participate in the normal routine of the room and early childhood service. 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	Resources include: <ul style="list-style-type: none">• Age-appropriate resource and examples of teaching strategies• Transition practices: finger rhymes, songs etc.• Practices to support diverse children and families• Ideas and strategies to support the development of children's social competence, positive behaviour etc.• Programming and planning examples.• Communication and collaboration examples with colleagues focused on data collection, documentation, making judgements and feedback• Internal and external professional learning activities
	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	✓	✓	Observe modelled teaching	Course Assessment Conduct situational analysis, data gathering and interpretation through ecological framework.(see ECF3100 Portfolio Item 1) Identify overall areas of strength and improvement in collaboration with supervising teacher Share completed plan of design or re-design with supervising teacher and seek feedback (see ECF3100 Portfolio Item 2)
Day 6 – 10	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	✓	✓	3 learning experiences for individual children or small groups	Implement design or re-design plan, collecting evidence of implementation.
Day 11 – 15	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	✓	✓	Increased responsibility from 3 learning experiences to half day to full day	Reflect on implementation and document reflection (to include in Portfolio item 3)

ECL2200 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: Third Year, 15 Day, School placement

ECL2200 professional experience provides preservice educators with a second opportunity to apply teaching practices in a school context. The course provides preservice teachers with the opportunity to develop an understanding of the English Curriculum content knowledge across the strands of language, literature and literacy with a focus on the early years of school. Preservice educators will examine factors that impact on curriculum decision-making and their role in the learning environment with a specific focus on purposeful use of data to inform planning and assessment for, of and as student learning. Additionally, the placement provides an opportunity for preservice educators to build capacity as teachers by critically reflecting on their practice and applying feedback from supervising teacher/s. A collection of critically analysed data, an English unit, lesson plans, a range of assessment strategies including documentation of the moderation process and critical reflections on their practice should to be prepared over the duration of the professional experience.

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											
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder	Teaching			Portfolio Resource Development
	to site, environment, individual class(es). Students to bring printed copies of Placement guidelines Placement report Program PE Table	teaching and learning practices, environment, assessment and feedback.	with all students	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 self-reflection records in critical reflection journal	and engaging in regular discussions and professional learning conversations with your Supervising Teacher and University Liaison	lesson plans and associated resources must be shared with your supervising teacher a minimum of 24 hours in advance of the teaching	should contain observations, reflections, feedback, lesson plans, resources	and planning. Negotiate with your Supervising Early Education Teacher when the following will occur: Planning for teaching learning experiences			Collect data to complete class profile Complete 5 assessment strategies (phonic, phonemic awareness, concepts of print, comprehension, reading fluency, running records and retell Collect 4 samples of student writing for moderation Video 2 shared reading lessons
									Lessons (whole class/ small group)	Whole sessions	Whole Day	
Day 1 – 5	✓	✓	✓	✓	✓	✓	✓	✓	2 literacy lessons per day (2-5)			Observe supervising teacher Gather literacy data Complete running records and retell for 2 focus students at instructional level Plan a series of 6 literacy lessons for weeks 2 and 3 Observe evidence based professional decision-making process.
Day 6 – 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	Build to half day		Collect annotated writing work sample of 4 focus students. Video a shared reading lesson Annotated unit plan (English) and Individual lesson plans (a sequence of 6 lessons).
Day 11 – 15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Build to 1 day	Gather moderation and critical reflection Cognitive commentaries of moderation judgement (focus students) with evidence to support decision making process. Video a second shared reading lesson

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