



Professional Experience Book

2022 Bachelor of Education Undergraduate programs



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BELA.placements@usq.edu.au

Sites to use the following email:

professional.experience@usq.edu.au

Education placements website

usq.edu.au/education/professional-experience

InPlace website

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

Purpose of this Book

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

This book contains the following:

1. The roles of schools, site coordinators, supervising teachers, university liaisons and preservice teachers.
2. Support in place for preservice 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 preservice teachers, sites and supervising teachers.
6. A list of important contacts.
7. Course expectations, Formal Feedback Reports and Final Professional Experience Reports.

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The University of Southern Queensland

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

The University of Southern Queensland (USQ) has campuses in Toowoomba, Springfield, Ipswich and Stanthorpe as well as an extensive online environment. The University acknowledges 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.

USQ 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 USQ goals for student and community engagement.

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

Professional Experience Placement

Professional Experience is embedded within each of the 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 preservice 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 AITSL Accreditation Requirements

Bachelor of Education preservice 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

PROFESSIONAL EXPERIENCE CALENDAR

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

Programs	Bachelor of Education Early Childhood	Bachelor of Education Primary	Bachelor of Education Primary with Special Education Major	Bachelor of Education Secondary
Length of Program	4 years	4 years	4 years	4 years
Number of Courses with Embedded Professional Experience	6	6	6	5
1st Year Semester 1				
1st Year Semester 2	EDE2010 10 days	EDC1400 5 days	EDC1400 5 days	ESP1200 10 days
2nd Year Semester 1	EDE3103 15 days	EDP2111 10 days	EDP2111 10 days	EDS2401 15 days
2nd Year Semester 2	ECP3200 15 days	EDP2222 10 days	EDP2222 10 days	ESP3100 15 days
3rd Year Semester 1	ECF3100 15 days	EPP3100 15 days	EPP3100 15 days	ESP2200 15 days
3rd Year Semester 2	ECL2200 15 days	EPP3200 15 days	SPE3006 15 days	
4th Year Semester 1	EDU4100 25 days	EDU4100 25 days	EDU4100 25 days	EDU4100 25 days

The Professional Experience Placement Process

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

USQ Mandatory Pre-Placement Module

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

The module can be accessed: <https://rise.articulate.com/share/j8toWoLvgRshMIIBSiUt32qLBDvd6vlq#/>

Literacy and Numeracy Test for Initial Teacher Education (LANTITE)

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

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

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

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

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

Blue Card: Working with Children Check

A valid working with children check is a mandatory **requirement** of all enrolled in Initial Teacher Education. In Queensland, this means you must have a current "Blue Card". The equivalent Working with Children Check information for other states can be found at www.usq.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 **before** you commence your study and once granted the 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 through USQ for Queensland based students applying for Blue Cards or with the appropriate agency at the time of your enrolment at USQ. 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 **preservice teacher's responsibility** to ensure that they have a Blue Card or equivalent or if you already have one, that it is up to date and will not expire part way through the year and compromise your ability to undertake professional experience. The Professional Experience Office are required to keep Blue Card/Working with Children Check details for assuring regulatory authorities of preservice teacher Blue Card/WWCC currency and expiry date.

Approvals can take extended time to be processed. Blue Card holders may apply for renewal of the card, up to 16 weeks before the expiry date. Please ensure you are aware of the required timelines in order to receive your Blue Card approval in time for professional experience by going to www.bluecard.qld.gov.au

The University of Southern Queensland has no jurisdiction over Blue Card services or equivalent services in other jurisdictions. As such, there can be lengthy delays in processing your application or renewal. Please keep details up to date with Blue Card Services or equivalent services. An expired or close to expiry Blue Card or equivalent such as Working with Children Check excludes the preservice teacher from undertaking professional experience. It is advisable that preservice 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 (In Place)

In Place is the software that USQ 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 USQ 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

- In Place 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. Preservice 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 USQ Assessment Policy. Evidence that meets the policy criteria, is required to support your extension applications. Any unsupported application may be refused and this may also delay program completion. Your request for a change of date needs to be submitted in writing to: Bela.Placements@usq.edu.au

Placement results

The placements 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 preservice teacher when entering an educational facility. As visitors to an educational setting and as learning members of the profession, preservice teachers are expected to demonstrate professionalism in all aspects of their approach to professional experience. This section will outline clearly these expectations around dress and conduct to ensure that preservice teachers are cognisant of behaviour that will enhance the reputation of USQ 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 preservice teacher's responsibility to notify the site and USQ (through your USQ Liaison or Professional Experience) of any illness or absence before 8am on the day of absence. In the event of a student not commencing or discontinuing a placement, it is the preservice teacher's responsibility to notify the site and the university. Failure to do so can result in a fail result for the placement. Any concerns or issues please contact the 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 USQ 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 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 USQ Liaison is the first contact point and you should be proactive in communicating early in the Professional Experience. Your USQ 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 USQ Liaison must be contacted. If you are unable to communicate with your USQ 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 Professional Experience 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 USQ Liaison. If you are unsure of how to proceed contact the Professional Experience Coordinator.

You can also contact USQ 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
- USQ Student Code of Conduct: policy.usq.edu.au/documents/142753PL
- Anti-Discrimination Commission Queensland: getting to know the law: <https://www.qhrc.qld.gov.au/resources>

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

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

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 preservice teachers) by a student's family. Legislation has been passed to comprehensively protect students from sexual abuse and other inappropriate conduct by those working with children. Preservice teachers who are unsure how to act or respond in a particular situation should consult with their supervisor, site coordinator, USQ Liaison, or contact the Professional Experience Coordinator (Professional.Experience@usq.edu.au). The QCT website also provides access to further resources and information on this area

Code of Conduct

Preservice teachers working in educational settings are bound by the relevant code of conduct which shapes and guides the standards of practice required of teachers. The Queensland College of Teachers (QCT) determines that individuals working in Queensland schools are fit and suitable to teach. Any serious legal infringement may result in failure to be registered with the Queensland College of Teachers and therefore not able to teach in Queensland schools.

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

RELEVANT RESOURCES:

- USQ 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

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

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

Discontinuation of 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 USQ 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 USQ 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 preservice 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 preservice teacher's control, then the university will endeavour to find a new placement for the preservice teacher. However, under the conditions set by the Queensland College of Teachers, it is likely that the placement will need to be repeated in full. Due to the limited number of placements available, it is also possible that another placement may not be able to be found until the following semester in which the course is offered.

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

Support for Preservice Teachers

Whilst on professional experience there are a number of personnel in place to support the preservice 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 preservice teacher as they navigate the placement.

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

Academic and personal support services

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

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

USQ Liaison

Each preservice teacher undertaking Professional Experience is allocated a USQ 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 USQ Liaison is familiar with the day to day classroom challenges that you may encounter. It is your responsibility to contact your USQ 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 Services

The University's Counselling Service provides a professional, confidential and free counselling service to preservice 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 USQ.

RELEVANT RESOURCES

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

Disability Advisor

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

RELEVANT RESOURCES

- USQ Disability Officers
www.usq.edu.au/disability
- For more information visit Disability Services web page:
usq.edu.au/current-students/support/disability

Equity Services

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

Financial services

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

Insurances

Preservice teachers on USQ 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 preservice teachers and USQ liaisons.

University

USQ 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 preservice teachers, schools and school staff to access at any time. This documentation is provided to support the site in understanding the preservice teacher's development and a framework for evaluating their progress.

Site Coordinators

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

1. Ensuring the preservice teacher is placed in appropriate learning environments.
2. Organising the orientation and induction of the preservice teacher.
3. Facilitating an introduction of the preservice teacher to the supervising teacher.
4. Allocating suitable workspace for the preservice teacher.
5. Distributing professional experience 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 USQ Liaison and identifying actions required around At-Risk students.
9. Providing support to the supervising teachers in the assessment of preservice teachers.

Supervising Teachers

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

1. Being familiar with USQ professional experience requirements as well as assessment and reporting requirements.
2. Being available to speak to the preservice teacher before placement for pre-planning purposes.

3. Preservice teachers on a supervised placement do not hold teacher registration and therefore **cannot** be left with students on their own (unsupervised). The supervising teacher has a duty of care to both the preservice teacher and the student. Maintaining supervision of the preservice teacher at all times when they are engaging in teaching tasks, playground/bus duty and excursions.
4. Providing written and verbal feedback to the preservice teacher on their progress on a regular basis.
5. Discussing the requirements for successful completion with the preservice teacher, including demonstrations of particular skills as required.
6. Providing learning opportunities for the preservice teacher and advising on teaching practice as required.
7. Being available to meet the USQ liaison and coordinating (where possible) liaison observation opportunities.
8. Alerting the USQ liaison immediately should there be instances of unprofessional behaviour; excessive absences or where the preservice teacher is at risk of failing (Refer to At-Risk process) generally before Day five (5) of the placement.
9. Completing both Interim survey and final reports to confirm pass/fail with the site coordinator, including the number of days in attendance.
10. In most cases, when a preservice teacher needs to be placed At-Risk opportunities are afforded to improve specific practices before a fail grade can be applied. The exception occurs in the case of gross misconduct where dismissal is immediate.
11. Where the preservice teacher does not meet the requirements of the At-Risk action they will receive a fail grade.
12. Expectations to the At-Risk process need to be discussed with the Director who can be contacted **professional.experience@usq.edu.au**
13. Completing the online reporting within five (5) days of the placement conclusion

University Liaison

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

1. Connecting with the site coordinator prior to the placement.
2. Connecting with the preservice teacher prior to the placement.
3. Contacting the site coordinator on the first day of placement to confirm attendance of preservice teachers.

4. Maintaining regular contact with the site to ensure the preservice teacher is achieving the goals and expectations of the placement.
5. Maintaining contact with the preservice teacher to ensure they are achieving the goals and expectations of the placement.
6. Observing (where possible) the preservice teacher undertaking teaching tasks and providing feedback on performance.
7. Reminding the site of reporting requirements, assisting where necessary or requested.
8. Reminding preservice teacher of the requirement to collect, store and upload their professional experience reports.
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.

Preservice Teacher

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

1. Contacting the site coordinator and supervising teacher before commencing professional experience placement.
2. Pre-planning with the site before professional experience.
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 USQ.
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

Preservice teacher role in the At-Risk process:

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

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 preservice teacher arrives, support when they are working with you and finally, assessment of their progress. This section will assist you in providing a meaningful experience for the preservice teacher with minimal disruption to your usual practices.

Prior to Professional Experience

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

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

During

1. Remain in contact and provide updates to the site coordinator and USQ liaison.
2. Provide guidance and feedback on lessons that are provided at least 24 hours before learning episodes are undertaken.
3. Provide feedback for learning episodes that the preservice teacher undertakes (observation forms are available via the online site).
4. Discuss requirements of a successful completion of the professional experience with the preservice 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 preservice teacher unattended whilst teaching or on duty.
7. Involve them in all your classes and activities and provide feedback on their observations.
8. Complete the Formal Feedback report and advise the site coordinator and liaison of enacting the At-Risk process if this is necessary.
9. Be prepared for a USQ liaison to visit and observe practice of the preservice educator and to discuss progress (utilising Formal Feedback report).

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

After

10. Remind the preservice teacher to return all resources that were borrowed or loaned.
11. Complete the online final report
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. Preservice teachers will be required to sign a notice of having undertaken the following on-line induction programs (code of conduct, ethical practice...).
2. Preservice teachers will be assessed by the site teacher supervising teacher and/or site coordinator.
3. USQ liaison officers will engage in discussions with the supervising teacher and/or site coordinator regarding a preservice teacher's progress or performance.
4. Communication by USQ liaison officers to the supervising teacher, site coordinator or other appropriate site/school leader and preservice teacher may be verbal, written, or electronic.
5. A USQ preservice teacher's professional experience placement may be terminated at any point in time due to a student breach of school/centre requirements, unprofessional behaviour, unethical behaviour and any breach of Code of Conduct.
6. If a USQ preservice 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 preservice teacher in relation to USQ Student Code of Conduct Policy Section 4.1 to 4.5 inclusive.
7. Academic penalties will be imposed on preservice teachers whose behaviour is deemed unprofessional, unethical or a breach of USQ, Department of Education Qld or any other jurisdiction, Catholic Schools Office or Independent School Code of Conduct.

8. Preservice teachers found to have committed serious breaches of unprofessional, unethical behaviour or a breach of USQ, Department of Education Qld or any other jurisdiction, Catholic Schools Office or Independent School code of conduct may be excluded from their USQ Initial Teacher Education program.
9. If a USQ preservice 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. USQ preservice teachers will be advised at the mid-point of any placement if they are deemed At-Risk, marginal or problematic and the USQ 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. USQ preservice teachers can raise issues regarding the placement with the USQ liaison officer at the mid-point of the placement. The assessment provided by the supervising teacher and/or site coordinator will be final.

Checklist for Preservice Teacher

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

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

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

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

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

Reporting

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

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

Students should receive a significant majority of Achieving (A) or Exceeding (E) results in each of the respective APST sections to pass the professional experience placement.

However, as a registered and experienced teacher, the university relies on your professional and considered judgement as to whether or not the preservice teacher should pass the professional experience placement.

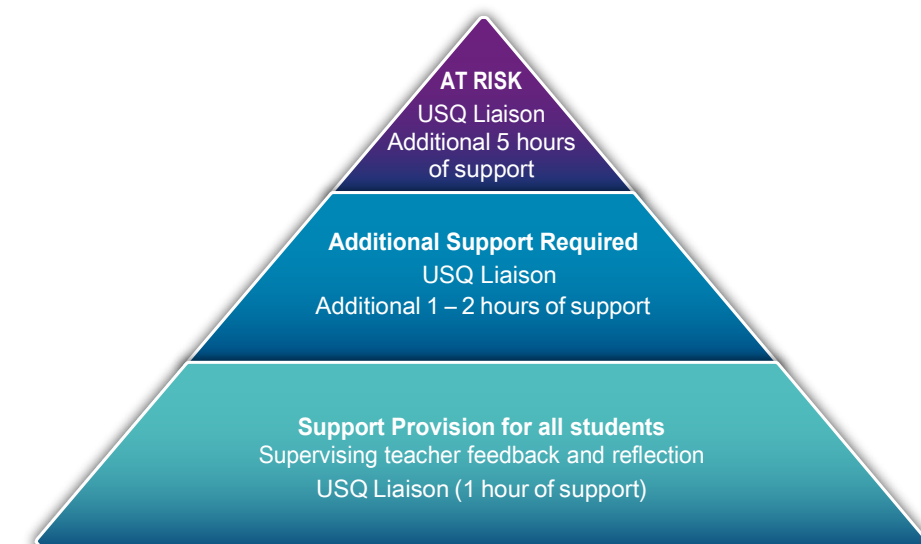
This result should be determined bearing in mind the preservice teacher's stage of development, skills, knowledge and behavioural expectations in the progress of the Initial Teacher Education program.

There are two reports that are to be completed.

1. Interim Survey and Formal Feedback Report

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

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



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

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

The At-Risk process is as follows:

- Following regular feedback (copies kept by supervising teacher) and completion of the formal feedback report, the site coordinator will identify concerns with the performance of the preservice teacher
- The supervising teacher in collaboration with the USQ liaison will document the areas of weakness on the At-Risk Form and forward to the placement team. A copy is kept by the preservice teacher and the site.
- The USQ liaison may be required to support the site to make the final decision
- The At-Risk form ensures all participants understand the entire process
- On receipt of the At-Risk form, an 'A team' Liaison is activated
- The 'A team' Liaison and the Professional Experience Coordinator will provide additional support to the preservice teacher and supervising teacher where appropriate
- The preservice teacher will pass/fail the professional experience based on their level of competency adhering to the originally determined placement dates. No additional time is provided to improve the At-Risk decision.
- Preservice teachers may be required to observe others in-practice or be observed as part of the At-Risk process
- A preservice teacher will be awarded a pass for the professional experience when they have made improvements that meet the standard requirements of the placement in the identified areas and also meet the requirements of the professional experience in the required number of days.
- A preservice teacher will be awarded a fail for the professional experience when they have not demonstrated adequate improvement and/or not attended the required number of days. The preservice teacher will fail if they withdraw or the site concludes the experience by withdrawing the offer of a place. The preservice teacher then ends the placement as professionally as possible
- The 'A Team' Liaison may assist the conclusion of the placement and allow the preservice teacher to exit as gracefully as possible and thank the site for their support.
- A breach of the 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 preservice teacher's weaknesses and areas requiring improvement.

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

Professional Development Opportunities for Supervising Teachers

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

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

- 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
- 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: usq.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 preservice teachers and suggest the following training:

- The Australian Institute for Teaching and School Leadership (AITSL) Teacher toolkit, which provides tools for coaching, supervising and performance development. This toolkit can be found at: https://www.aitsl.edu.au/docs/default-source/default-document-library/coaching-resources-complete-set.pdf?sfvrsn=8ab8ec3c_0
- Professional development opportunities available under the Queensland College of Teachers website at: qct.edu.au/professional-development/resources-and-activities
- Professional development opportunities available with the Department of Education and Training (VIC) found at: www.education.vic.gov.au/school/teachers/profdev/Pages/default.aspx
- Professional development as provided by the School of Teacher Education and Early Childhood for 'supervisor training'. Registration will be available at: <https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers>

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 preservice educators.

Undergraduate Professional Experience Program Matrix

Bachelor Programs (Early Childhood, Primary, Primary with Special Education Major, Secondary)

The Bachelor of Education programs allow graduates to be eligible to apply for teacher registration with relevant teaching authorities, and the Early Childhood specialisation is accredited with both QCT and ACECQA.

The sequence of courses with embedded professional experience is shown vertically by specialisation.

At USQ, professional experience is a requirement for a course and the specified number of days are stated in the course specification e.g. 20 days. The Professional Experience Calendar indicates the structure and timing.

	Early Childhood	Primary	Primary with Special Education Major	Secondary
	N/A	N/A	N/A	N/A
1st Year	EDE2010 10 days • 2 week block 2 – 4 years old (RT – Centre) Site C centre	EDC1400 5 days • 1 week block Site A school	EDC1400 5 days • 1 week block Site A school (mainstream)	ESP1200 10 days • 2 week block In either teaching area with preference for major area Site A school
2nd Year	EDE3103 15 days • 3 week block Kindy (RT – Mentor) Site D standalone kindergarten (or a kindy attached to Site A or Site C)	EDP2111 10 days • 2 week block Site A school	EDP2111 10 days • 2 week block Site A school (mainstream)	EDS2401 15 days • 3 week block In either teaching area Site A school
	ECP3200 15 days • Prep (RT) 5 compulsory days and 2 week block Site A school	EDP2222 10 days • 2 week block Site A school (continuing HPE students in HPE setting)	EDP2222 10 days • 2 week block Site A school (mainstream)	ESP3100 15 days • 3 week block In either teaching area Site A school
3rd Year	ECF3100 15 days • Birth – 2 years 5 compulsory days and 2 week block Site C centre	EPP3100 <i>(only offered in S1)</i> 15 days at the start of the school year in Jan/Feb 3 week block Site B school	EPP3100 <i>(only offered in S1)</i> 15 days at the start of the school year in Jan/Feb 3 week block Site B (SEP, learning support setting or special school)	ESP2200 <i>(offered in both S3 and S1)</i> 15 days • 3 week block In Year 11 and/or 12 classes Site B school (Special Ed is not a teaching area)
	ECL2200 15 days • Prep – Year 2 (RT) 3 week block Site B school	EPP3200 15 days • 3 week block Site B school (continuing HPE students in HPE setting)	SPE3006 15 days • 3 week block Site B (SEP, learning support setting or special school)	N/A You will need to have studied at least 8 discipline courses at this stage of your program

	Early Childhood	Primary	Primary with Special Education Major	Secondary
4th Year	EDU4100 (GTPA) 25 days • 5 week block Prep – Year 3 (RT) (with preference for Prep – Yr 1 and exposure to upper primary by observing at least one lesson in Yr 4 – Yr 6) Return to any previous school (Site A or Site B)	EDU4100 (GTPA) 25 days • 5 week block Prep – Yr 6 (with preference for Yr 2 – Yr 6) (Continuing HPE students in mainstream setting) Return to any previous school (Site A or Site B)	EDU4100 (GTPA) 25 days • 5 week block Prep – Yr 6 (with preference for Yr 2 – Yr 6) Return to any previous school (Site A or Site B but not in a special school)	EDU4100 (GTPA) 25 days • 5 week block With preference for major area (Special Ed is not a teaching area) Return to any previous school (Site A or Site B)
	95 days 80 days with RT 4 different sites Including 2 different schools 40 days in early childhood (C or D) 55 days in schools (A or B)	80 days 80 days in schools with RT 2 different sites Broad experience across year levels	80 days 80 days in schools with RT 2 different sites Broad experience across year levels including Special Ed	80 days 80 days in schools with RT 2 different sites A range of year levels across both teaching areas

Professional Experience Early Childhood



Bachelor of Education – Early Childhood Professional Experience Program Progression



APST	EDE2010	EDE3103	ECP3200	ECF3100	ECL2200	EDU4100
	(2 – 4 years) Play focus	15 days EC Setting (Kindergarten)	20 days School (Prep – Grade 2) Perceptive Data collection Learning and Assessment Science Learning Area Focus	15 days EC Setting (Birth – 2)	15 days School (Prep – Grade 2) + Observation of Year 4 – 6 classes English Curriculum	25 Days School (Prep – Grade 2) GTPA with QPERF report
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	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)	Demonstrate awareness of children's learning and development needs through observation and documentation.	Demonstrate 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)	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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)	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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, Band C require intensive teaching)	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
1.6 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						

Bachelor of Education – Early Childhood Professional Experience Program Progression continued.

APST	EDE2010	EDE3103	ECP3200	ECF3100	ECL2200	EDU4100
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)	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Organise content into an effective learning and teaching sequence.	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.	Organise content into an effective 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 learning experiences.	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)	Use curriculum, assessment and reporting knowledge to design learning sequences.
2.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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.	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Not assessed	Not assessed	Not assessed	Not assessed	Trials teaching strategies for using ICT's.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Writes 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.	Sets learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	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.	Plans lesson sequences using knowledge of student learning, content and effective teaching strategies.

Bachelor of Education – Early Childhood Professional Experience Program Progression continued.

APST	EDE2010	EDE3103	ECP3200	ECF3100	ECL2200	EDU4100
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.	Include a range of teaching strategies.
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.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	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.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.	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).	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.
3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	In negotiation with supervising teacher/educator					
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.	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	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).	Demonstrate the capacity to organise classroom activities and provide clear directions.
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	Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Demonstrate knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Demonstrate knowledge of practical approaches to manage challenging behaviour.

Bachelor of Education – Early Childhood Professional Experience Program Progression continued.

APST	EDE2010	EDE3103	ECP3200	ECF3100	ECL2200	EDU4100
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 risk assessment)	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.	Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.
4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Not assessed	Not assessed	Not assessed	Not assessed	Understand strategies which promote safe, responsible and ethical use of ICT's.	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Not assessed	Demonstrate an understanding of informal and 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 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)	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Not assessed	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)	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Not assessed	Not assessed	Not assessed	Not assessed	Show an understanding through observation notes and reflections of how assessment is moderated to ensure consistent and comparable judgements.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Not assessed	Demonstrate an ability to interpret informal and 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 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.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

Bachelor of Education – Early Childhood Professional Experience Program Progression continued.

APST	EDE2010	EDE3103	ECP3200	ECF3100	ECL2200	EDU4100
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	Demonstrate an understanding of the school's reporting procedures and policies and discusses student achievement with the supervising teacher.	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
6.1 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
6.2 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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 promptly.	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.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	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.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

EDE2010 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: First Year, 10-day Early Childhood Educational Setting placement

EDE2010 *Childhood, Play and Play-Based Learning* is the first professional experience and the first opportunity to visit an early childhood education and care setting. The focus of the placement is around perceptive observations of children and the role of these in planning for both individual children and small groups. A Situational Analysis of the service (understanding the setting) will be compiled which will allow you to get to know the centre. 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. You are expected to keep copies of all observations, reflections and experience plans. 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 artefacts in a folder	Teaching	Portfolio Resource Development
	to site, sociocultural environment, individual class(es). Preservice teacher's to bring printed copies of: • Placement guidelines • Placement report • Program PTable.	<ul style="list-style-type: none"> teaching and learning practices assessment and feedback, children's interactions, involvement and participation routines observe 2 children daily Develop formal observations by including analysis and learning possibilities.	with small groups moving to whole group 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, 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 & resources in negotiation with supervising teacher. Share with supervising teacher a min of 24 hours in advance of the teaching .	Should contain, 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 Centre. This placement begins with PST 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. Negotiate with your Supervising Early Education Teacher when the following will occur: • Drawing from formal observations develop 6 teaching opportunities • Plan to teach 6 learning experiences.	Exemplars of <ul style="list-style-type: none"> Play based learning Intentional teaching Routines-indoor and outdoor teaching and learning practices the environment assessment and feedback transition activities supporting self-regulating behaviour age-appropriate resources
Day 1										Collect resources as outlined by course materials. These include:
Day 2 – 5		2 children daily 4 formal observations							2 learning experiences	<ul style="list-style-type: none"> Situational analysis; observations of children; programming and planning examples with links to the EYLF; data collection; making judgements
Day 6 – 10		2 children daily 4 formal observations							4 learning experiences	

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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.

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. Conduct a situational analysis Collect background info to develop child profiles	<ul style="list-style-type: none"> Obs – Play experiences involving focus students-1/FC Utilise the LS template Adhere to mandating reporting requirements 2 Learning Stories (LS)/day with FC'n 	with all children/families. General support and class Eng/mt. Routines Positive relational practices	Meetings Professional conversations with peers In-service Professional Development	<ul style="list-style-type: none"> On observations On your planning and teaching and assessing through daily self-reflection records USQ EC Model of CR 	<ul style="list-style-type: none"> Identify 1-2 learning goals for FC'n Ongoing 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(1/FC) drawing on LS/obs from previous day and emergent interests & child input Adopt a play-based pedagogical approach Integrate a range of AAP's Integrate ICT's and literacy/ numeracy 	Should contain, observations, reflections, feedback, lesson plans, resources Details on child profiles for FC'n (make notes on child strengths/ interests etc)	Teaching and planning for experiences. • Negotiate with your Supervising Early Education Teacher when the following will occur: • Drawing from 2 focus students learning stories observations identify possible support or extension learning experiences • Planning for teaching learningexperiences • Utilise the EDE3103 LE Template	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 children's Ideas and strategies to support the developmentof children's social competence, positive behaviour etc. Week 2: <ul style="list-style-type: none"> Examples of contextual curriculum use Documentation of student learning Story telling resources Sustainable practices Inquiry strategies with links to QKLG, 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.	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 planning with children Use variety of AAP's		Teach 2 learning experiences per day (incl. focus children) 1 whole group exp/day	
Day 11 – 15		2 LS/day Use mosaic approach						PE Report	Build to develop and teach half day program	

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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). Preservice teacher's to bring printed copies of: • Placement guidelines • Placement report • Program PE Table • Course assessment requirements	and documenting teaching and learning practices, assessment and feedback, 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, followed by the preservice teacher implementing the supervising teacher's plans – and then implementing preservice teacher's own plans with supervising teacher guidance.	Collect throughout duration of professional experience: • Transition practices • Age-appropriate ICT resources, multiliteracies, 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)

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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 artefacts in a folder	Teaching	Portfolio Resource Development
	to site, room and sociocultural environment, Preservice teachers to bring printed copies of: • Placement guidelines • Placement report • Program PE Table • Course assessment requirements	• play experiences • room organisation • supervising teacher's learning and teaching practices • data collection • decision making based on evidence • 2 children daily using a variety of observation techniques. • Develop formal observations by including analysis and learning possibilities	with all children as guided by supervising teacher. • Individually • Small group • Whole group	meetings 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: • 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
Day 1 – 5		2 children daily Develop 4 observations							Observe modelled teaching	Course Assessment Conduct situational analysis, data gathering and interpretation through ecological framework. 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)

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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 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 Lessons (whole class/ small group) Whole sessions Whole Day			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
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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EDU4100 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: Fourth Year, Prep-Year 3, 25-day final supervised placement.

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

Please note that students' satisfactory completion of the GTPA is a requirement for graduation from the BEDU program and therefore the work they complete on this placement is significant for them. Further information about the GTPA can be found at www.graduatetpa.com and USQ's Resources for Schools at www.usq.edu.au/current-students/academic/education-placements/resources-for-schools

Required experiences:

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

Timing in Professional Experience	Required experiences											
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder	Teaching			GTPA associated tasks
	to site, environment, individual class(es). Students to bring printed copies of Placement guidelines Placement report Program PE Table	routines, teaching and learning practices, learning environment, assessment and feedback	with individual students, small groups and whole class	meetings playground duties, etc. as required by your site and supervising teacher	on your planning and teaching and assessing	and engaging in regular conversations with your Supervising Teacher and University Liaison	lesson plans 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: Whole class lessons / short teaching episodes Whole sessions e.g. middle Whole days (as per your Supervising Teacher's schedule)			Negotiate with your Supervising Teacher when the following will occur:
Day 1												
Day 2 – 5												Gather student data to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals.
Day 6 – 10										Build up to 1 per day		Plan a sequence of lessons aligned to student data and Australian Curriculum. Develop summative task and marking criteria for lesson sequence. Differentiate for students Implement assessment practices and feedback to students.
Day 11 – 15										2 per day		Teach the planned sequence of lessons to whole class.
Day 16 – 20											Build up to 1 full day	Monitor student learning and make planning adjustments.
Day 21 – 25											2 full days	Implement summative task Mark and moderate task with supervising teacher Reflect and provide feedback to students. Report of student learning

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Professional Experience
Primary

Bachelor of Education – Primary Professional Experience Program Progression



APST	EDC1400	EDP2111	EDP2222	EPP3100	EPP3200/SPE3006	EDU4100
	5 day Lesson plan focus	10 day Sequence of mathematics lesson plans Format assessment tasks	10 day Diversity of Learners Classroom management Lesson Sequences	15 day Establishment phase Unit plan and assessment in one learning area	15 day Unit planning across multiple learning areas <i>EPP3200 & SPE3006 in mainstream with diverse learners</i>	25 day supervised placement GTPA with QPERF report
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Not assessed	Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning.	Demonstrates knowledge of the relevance of responding to students' individual characteristics and developmental stage through the use of modifications in lessons and formative assessments (example use of Universal Design for Learning: UDL principles and learning theories).	Demonstrate knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).	Demonstrates 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 and needs based data).	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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.	Not assessed	No Assessed	Demonstrate an awareness of differentiated teaching practice (recording observations) and reflective thinking that show a professional and theoretical knowledge of the importance of catering for diverse learners.	Demonstrating knowledge of teaching strategies through the Planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).	Demonstrates knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds. (example: differentiation strategies are evident in unit/lesson plans)	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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	Not assessed	Demonstrate an awareness of the need to differentiate teaching practice (recording observations) and reflective thinking to meet the different learning needs of all students.	Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print)	Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print)	Demonstrates knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching)	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities

Bachelor of Education – Primary Professional Experience Program Progression continued.

APST	EDC1400	EDP2111	EDP2222	EPP3100	EPP3200/SPE3006	EDU4100
1.6 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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 lesson planning.	Demonstrates knowledge of the correct maths concepts and content. (as evident in lesson planning)	Demonstrates accurate knowledge through an articulation and effective explanation of the lesson content effectively to students and can answer content-related questions from students.	Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents	Demonstrates appropriate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Organise content into an effective learning and teaching sequence.	Writes plans for an individual lesson/ learning experience that demonstrates an early understanding of how content should be best organised to aid optimal student learning (example whole class learning experience or small group learning experiences).	Organises lesson content and teaching and learning strategies into a logical sequence over a series of maths lessons that demonstrates an understanding of the need for scaffolding learning.	Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons that demonstrates an understanding of the need for scaffolding learning.	Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing and synthesising phases, introduction, body and closing phases).	Organises content into an effective learning and teaching sequence.	Organises content into an effective learning and teaching sequence.
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Not assessed	Uses relevant mathematics curriculum documents in designing to develop a sequence of lessons/learning experiences.	Uses relevant curriculum documents in designing to develop a sequence of lessons/learning experiences.	Uses relevant curriculum and assessment documents to develop a sequence of lessons/ learning experiences (example use of ACARA English and Formative PM benchmarks to inform guided reading lessons).	Uses relevant curriculum and assessment documents and knowledge to design a sequence of lessons/ learning experiences.	Uses curriculum, assessment and reporting knowledge to design learning sequences.
2.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Not assessed	Not assessed	Not assessed	Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans	Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Not assessed	Not assessed	Not assessed	Identifies ICT teaching strategies to support learning opportunities for students.	Identifies ICT teaching strategies to support learning opportunities for students.	Implements teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Writes clear learning objectives for each learning experience/ lesson using the Australian Curriculum.	Sets learning goals for individuals and classes based on mathematics curriculum documents and an understanding of individual students.	Sets learning goals that cater for individual students of varying abilities and characteristics	Develops a sequence of lessons with explicit, challenging and achievable learning goals.	Sets learning goals for students of varying abilities and characteristics.	Sets learning goals that provide achievable challenges for students of varying abilities and characteristics.

Bachelor of Education – Primary Professional Experience Program Progression continued.

APST	EDC1400	EDP2111	EDP2222	EPP3100	EPP3200/SPE3006	EDU4100
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Not assessed	Plans a maths lesson sequence that incorporates a range of teaching and learning strategies that develop learners' understandings and/or skill development, in consultation with the supervising teacher.	Plans a lesson sequence that incorporates a range of teaching and learning strategies that develop learners' understandings and/or skill development, in consultation with the supervising teacher.	Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical knowledge and effective sequencing.	Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical knowledge and effective sequencing.	Plans lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Include a range of teaching strategies.	Trials the use of a small range of teaching strategies that support student learning and skill development (example gradual release of responsibility model).	Trials a small range of teaching strategies to promote student learning and demonstrates reflection on how to improve in these.	Trials a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these.	Uses a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these.	Include a variety of strategies that are appropriate to the content taught and/or skills developed.	Include a range of teaching strategies.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Demonstrates an awareness of resources that support student learning (example identifies resources to support learning goals within a lesson plan).	Trials the use of some learning resources aimed at engaging students in their maths learning.	Trials the use of some learning resources, including ICT, aimed at engaging students in their learning.	Uses a range of resources and ICTs that target students' interests and learning needs.	Uses a range of resources and ICTs that target students' interests and learning needs.	Demonstrates knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Trials the use of some verbal and non-verbal communication strategies (example questioning for higher order thinking)	Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning.	Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning.	Trials questioning and scanning skills together with an effective use of vocal, facial expression and gestures to support student engagement.	Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.	Demonstrates a range of verbal and non-verbal communication strategies to support student engagement
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.	Not assessed	Not assessed	Not assessed	Evaluates own lessons and teaching sequences to promote student learning.	Uses student assessment data and reflection on lessons taught to inform future planning.	Demonstrates broad knowledge of strategies that may be used to evaluate teaching programs to improve student learning.
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.					
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	Observes others' teaching practices and records strategies used to actively engage students in their learning (example identifying various methods of grouping to support learning needs)	Discusses strategies with the supervising teacher and trials some of these.	Discusses strategies with the supervising teacher and trials some of these.	Identifies a range of strategies to promote the participation of all students in a lesson/ learning activity.	Identifies a range of strategies to promote the participation of all students.	Identifies strategies to support inclusive student participation and engagement in classroom activities.

Bachelor of Education – Primary Professional Experience Program Progression continued.

APST	EDC1400	EDP2111	EDP2222	EPP3100	EPP3200/SPE3006	EDU4100
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	Trials the use of various grouping methods and clear instructions and explanations within short learning experiences/ transitions.	Uses clear instructions and explanations within short learning experiences/lessons.	Reinforces established classroom rules, routines and expectations, through the use of clear directions, to effectively manage the learning environment.	Reinforces established classroom rules, routines and expectations, through the use of clear directions and organisation, to effectively manage the learning environment.	Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.	Demonstrates the capacity to organise classroom activities and provide clear directions.
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	Not assessed	Identifies preventative, supportive and corrective strategies to support a positive learning environment (example use of essential skills for classroom management)	Identifies and uses approaches to support appropriate behaviours. (Example, supportive and corrective strategies)	Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Demonstrate knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Demonstrates knowledge of practical approaches to manage challenging behaviour.
4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.	Not assessed	Not assessed	Writes observations and reflections that demonstrate theoretical knowledge about school/ system, curriculum and legislative requirements related to students' wellbeing.	Records student attendance, absence and safety concerns as required.	Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	Describes strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.
4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Not assessed.	Not assessed	Not assessed	Understand strategies which promote safe, responsible and ethical use of ICT's.	Implements timely and appropriate strategies to promote safe, responsible and ethical use of ICT's.	Demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Not assessed	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Plans lessons and learning experiences which include a variety of assessment approaches to assess student learning.	Plans an assessment approach to collect information on student learning progression. Understands how to interpret this data collection to inform future planning	Demonstrates understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Not assessed	Uses oral communication to provide feedback in time to whole class students (Example, well done, the answer is 4)	Uses oral and written communication to provide feedback to students about their learning.	Uses oral and written communication to provide feedback to students about their learning.	Uses corrective and affirmative feedback that corrects misconceptions and extends students' progression towards meeting the desired learning goals.	Demonstrates an understanding of the purpose of providing timely and appropriate feedback to students about their learning

Bachelor of Education – Primary Professional Experience Program Progression continued.

APST	EDC1400	EDP2111	EDP2222	EPP3100	EPP3200/SPE3006	EDU4100
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	Demonstrates an understanding through observation notes and reflections of how assessment is moderated to ensure consistent and comparable judgements.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Demonstrates an awareness of assessment practices to identify learning needs.	Not assessed	Considers the types of evidence required to effectively evaluate student learning.	Use of planned questions/activities that allow for a check of student understanding in order to respond to their learning needs.	Uses planned questions/activities/assessment tasks that allow for a check of student understanding in order to plan further for student learning needs.	Demonstrates the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Not assessed	Not assessed	Not assessed	Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.	Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.	Demonstrates understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
6.1 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
6.2 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Receives constructive feedback in a positive and professional manner.	Receives constructive feedback in a positive and professional manner and acts upon it promptly	Receives constructive feedback in a positive and professional manner and acts upon it promptly.	Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.	Uses feedback from supervising teacher/s and other observers to reflect on student learning progression and identify own strengths and weaknesses and implement strategies to aid personal professional progress.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
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 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.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Acts appropriately according to school/system organisational policies and processes.	Acts appropriately according to school/system organisational policies and processes.	Can describe how school/system organisational processes and policies apply to own conduct and practice	Applies school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.	Applies school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.	Understands the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

Bachelor of Education – Primary Professional Experience Program Progression continued.

APST	EDC1400	EDP2111	EDP2222	EPP3100	EPP3200/SPE3006	EDU4100
7.3 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.						
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Not assessed	Not assessed	Not assessed	Demonstrates a willingness to participate with school staff in a range of activities.	Demonstrates a willingness to participate with school staff in a range of activities.	Understands the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

EDC1400 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: First Year, 5-day placement.

Thinking and Acting like a Teacher 2 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 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								
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/Learning Experiences	Collecting PE artefacts in a folder	Teaching
	to site, environment, individual class(es). 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: methods of grouping, data collection, managing small group, extending questioning, selecting resources.	with individual students and small groups	meetings playground duty, school activities, bus duty, etc. These are as required by your supervising teacher's roster and site requirements	on observations, on your planning and teaching and assessing	and engaging in regular discussions and professional learning conversations with your Supervising Teacher and University Liaison	lessons and associated resources must be planned and 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 for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur: Managing small groups Opportunities to collect data Teaching short episode or lesson to whole class
Day 1									
Days 2 – 5								1 per day	

EDP2111 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, 10-day placement.

In *The Roles of the Teacher*, preservice educators design a sequence of lesson plans and formative assessment tasks that provide learning opportunities to meet the diverse needs of all learners. They develop an understanding of the complex demands of the teaching profession. Preservice teachers recognise how the use of effective teaching and learning practices and, classroom management techniques enable a supportive learning environment.

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 PE artefacts in a 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.	with individual student's small groups and whole class activities	meetings and duties etc. as required by your site and supervising teacher's roster	on your planning for teaching and learning and assessment	and engaging in regular 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	
Day 1										
Days 2 – 5									1 per day	Take observations and engage in discussions with supervising teacher about teaching practices across the school contexts.
Days 6 – 8									1 per day	
Days 9 - 10									1 per day	

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EDP2222 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, 10-day placement.

The Roles of the Teacher 2 is the preservice teacher's opportunity to investigate the variance in learners and the significance of planning to provide quality learning opportunities for all learners. Furthermore, they recognise that managing and responding to challenging learner behaviour is essential to maintain a supportive learning environment.

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 PE artefacts in a 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, environment, assessment and feedback. This may include discussing how to: • Identify student learning needs using profiling data (differentiate) • Applying assessment for and as learning • Managing whole class behaviours.	with individual student's small groups and whole class	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	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 in advance of the 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: • Profiling a group of learners by collecting formal and informal data • Planning for sequence of 3 lessons to include opportunities for: • Formative data practices • Cooperative learning approaches • Promoting self-regulated learners • Implementing classroom management micro skills.	
Day 1										
Days 2 – 5									1 per day	Build up to 1 per day
Days 6 – 10										

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EPP3100 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 establishment phase placement.

The beginning of the school year is a pivotal time for educators. In this fourth *Practice meets Theory* course, preservice educators will be required to undertake a three-week professional experience early in the school year. Preservice educators will observe and assist the strategies used by teachers to establish the classroom environment, both physical and relational, during the establishment phase. This course will also introduce preservice educators to unit planning and assessment practices which embed the general capabilities and cross curricula priorities within the Australian Curriculum.

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 PE artefacts in a 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: • Set up classroom environment • Establish and maintain early classroom routines • Assessment practices to inform student groups and planning for a range of learning needs.	with individual student's small groups and whole class	beginning of year Professional Learning Days, where possible. Attend meetings and duty as required by your site and supervising teacher	on observations, 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 sequence of lessons to include opportunities for: • Differentiating for student learning needs • Assessment and feedback to students • Use learning data to inform student centered planning • Using some inquiry based strategies	<div style="display: flex; justify-content: space-between;"> <div>Whole class lessons / Short learning episodes</div> <div>Whole sessions (eg. morning, middle or afternoon)</div> <div>Whole days (as per your Supervising Teacher's schedule)</div> </div>	For Assignment 1: <ul style="list-style-type: none"> Observe and implement Establishment Phase strategies and activities Collect Establishment Phase artefacts. Reflect on Establishment Phase strategies /activities (as per MATRIX provided to PST)
PLDs											<ul style="list-style-type: none"> Observe and implement Establishment Phase strategies and activities
Day 1									As applicable to Establishment Phase activities		
Days 2 – 5									1 per day		
Days 6 – 10									1 per day		
Days 11 – 15										Build up to 1 per day	

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EPP3200 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 placement.

Practising as a Professional Teacher 2 will extend preservice educators' knowledge of unit planning to include planning across multiple learning areas to create holistic and connected learning experiences. Preservice educators will further develop their understanding of assessment, moderation and reporting practices. **The Professional Experience component within this course requires preservice educators to collect and analyse learner data and develop a class profile which will inform their teaching practice during the 15-day placement.**

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 PE artefacts in a 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: • Differentiate student learning needs • Applying assessment practices to inform teaching and learning • Whole class behaviours • Feedback to students	with individual student's small groups and whole class	beginning of year Professional Learning Days, where possible. Attend meetings and duty as required by your site and supervising teacher	on observations, 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 a short series of lessons (unit of work). Negotiate with your Supervising Teacher when the following will occur: • Profiling a group of learners by collecting formal and informal data • Planning for sequence of lessons to include opportunities for: • Inquiry models • Differentiating for student learning needs using UDL. • Assessment practices and feedback to students.	<div style="display: flex; justify-content: space-between;"> <div>Whole class lessons / Short teaching episodes</div> <div>Whole sessions (eg. morning, middle or afternoon)</div> <div>Whole days (as per your Supervising Teacher's schedule)</div> </div>	to be completed during placement. During placement students gather evidence required to address their first assignment for this course and bring those experiences to the design of the second assignment .
Day 1											
Days 2 – 5										Build up to 1 per day	Develop a class profile Plan a short unit (series of lessons) for whole class.
Days 6 – 10										Build up to 2 per day	Teach a short unit differentiating appropriately
Days 11 – 15										Build up to 1 per day	Enact and modify unit as you evaluate student data

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EDU4100 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: Fourth Year, 25-day supervised placement.

During this final supervised Professional Experience placement, students will be completing critical work for the Graduate Teacher Performance Assessment (GTPA). The GTPA is a culminating summative task undertaken by initial teacher education students that requires them to plan and implement a data driven cycle of instruction and evidence their practice against the Australian Performance Standards for Teachers (APSTs). Please note that students' satisfactory completion of the GTPA is a requirement for graduation from the BEDU program and therefore the work they complete on this placement is significant for them. Further information about the GTPA can be found at www.graduatetpa.com and USQ's Resources for Schools at www.usq.edu.au/current-students/academic/education-placements/resources-for-schools

Required experiences:

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

Timing in Professional Experience	Required experiences											
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder	Teaching			GTPA Associated Tasks
	to site, environment, individual class(es). Students to bring printed copies of course: • Placement guidelines • Placement report • Program PE Table	routines, teaching and learning practices, learning environment, assessment and feedback	with individual students, small groups and whole class	meetings playground duties, etc. as required by your site and supervising teacher	on your planning and teaching and assessing	and engaging in regular conversations with your Supervising Teacher and University Liaison	lesson plans 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. Whole class lessons / Short teaching episodes Whole sessions (eg. morning, middle or afternoon) Whole days (as per your Supervising Teacher's schedule)			Negotiate with your Supervising Teacher when the following will occur:
Day 1												Gather student data to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals
Days 2 – 5												
Days 6 – 10										Build up to 1 per day		<ul style="list-style-type: none"> Plan a sequence of lessons aligned to student data and Australian Curriculum Develop summative task and marking criteria for lesson sequence Differentiate for students Implement assessment practices and feedback to students
Days 11 – 15										2 per day		<ul style="list-style-type: none"> Teach the planned sequence of lessons to whole class Monitor student learning and make planning adjustments
Days 16 – 20											Build up to 1 full day	
Days 21 – 25											2 full days	<ul style="list-style-type: none"> Implement summative task Mark and moderate task with supervising teacher Reflect and provide feedback to students Report of student learning

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SPE3006 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 placement. Special School or Mainstream school with Special Education Program

Developmental Differences in Learning in a Primary Context will explore a range of learner developmental differences (atypical development) that may or may not be associated with a diagnosed disability but do impact upon the primary school learner's access to and participation in, the curriculum. Areas including but not limited to attention, motor skills, communication, sensory processing, and executive functioning, will be defined and their impact on learning illustrated through examples found within a primary school environment. Evidence-based teaching strategies specific to a primary school environment and relevant to these developmental differences will be explored as well as data collection methods to identify these diverse needs, and inform appropriate educational practices. Additionally, the role of motivation and self-regulation in learning will be considered.

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			Associated Course Assessment Tasks to be completed during placement.
	to site. 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: • Differentiate student learning needs • Applying assessment practices to inform teaching and learning. • whole class behaviours. • feedback to students.	with individual students, small groups and whole class	meetings and duties. 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 reflections with your Supervising Teacher and University Liaison	Lesson plans must be shared with your supervising teacher a min of 24 hours before teaching	Should contain, observations, reflections, feedback, lesson plans, resources	and planning a short series of lessons (unit of work). Negotiate with your Supervising Teacher when the following will occur: • Profiling a group of learners by collecting formal and informal data • Planning for sequence of lessons to include opportunities for: - Inquiry models - Differentiating using UDL. - Assessment practices and feedback to students.			Identify case study student with a developmental difference Identify & describe the developmental difference Collect relevant data about the identified student such as: • Curriculum based assessment • Student profile • Anecdotal observations. Consider use of checklists introduced in course material • Discussion with Classroom teacher and or other professionals as is appropriate for developmental difference.
									Whole class lessons	Whole sessions (eg. middle)	Whole days	
Day 1												
Days 2 – 5										Build up to 1 per day		
Days 6 – 10										Build up to 2 per day		
Days 11 – 15											Build up to 1 per day	

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Bachelor of Education – Secondary Professional Experience Program Progression



APST	ESP1200	EDS2401	ESP3100	ESP2200	EDU4100
	10 Days Introduces lesson planning and strategies	15 days Junior Curriculum and Pedagogy Focus on Lesson sequences Diverse Learners	15 day Focus on student's health and wellbeing Lesson sequences	15 day Senior Curriculum and pedagogy Focus on aligning curriculum, assessment and pedagogy	25 Day Supervised PlacementGTPA with QPERF report
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning.	Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning.	Demonstrates knowledge of the relevance of responding to students' individual characteristics and developmental stage through the use of modifications in lessons and formative assessments (example use of Universal Design for Learning:UDL principles and learning theories).	Demonstrates knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).	Demonstrates knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					
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.	Not assessed	Demonstrates an awareness of differentiated teaching practice (recording observations) and reflective thinking that show a professional and theoretical knowledge of the importance of catering for diverse learners.	Demonstrates an awareness of differentiated teaching practice (recording observations) and reflective thinking that show a professional and theoretical knowledge of the importance of catering for diverse learners.	Demonstrating knowledge of teaching strategies through the Planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).	Demonstrates knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					
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.	Not assessed	Demonstrates an awareness of the need to differentiate teaching practice (recording observations) and reflective thinking to meet the different learning needs of all students.	Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/ or resources that cater for differing ability levels. (Example: differentiated strategies identified in lesson plans for individual students e.g. Student X requires larger print).	Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/ or resources that cater for differing ability levels. (Example: differentiated strategies identified in lesson plans for individual students e.g. Student X requires larger print).	Demonstrates knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					

Bachelor of Education – Secondary Professional Experience Program Progression continued.

APST	ESP1200	EDS2401	ESP3100	ESP2200	EDU4100
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 lesson planning.	Demonstrates knowledge of the correct curriculum concepts and content (as evident in lesson planning).	Demonstrates accurate knowledge through an articulation and effective explanation of the lesson content effectively to students and can answer content-related questions from students.	Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents.	Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Organise content into an effective learning and teaching sequence.	Writes plans for an individual lesson/learning experience that demonstrates an early understanding of how content should be best organised to aid optimal student learning (example whole class learning experience or small group learning experiences).	Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons that demonstrates an understanding of the need for scaffolding learning.	Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons that demonstrates an understanding of the need for scaffolding learning.	Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing and synthesising phases, introduction, body and closing phases).	Organise content into an effective learning and teaching sequence.
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Not assessed	Uses relevant junior secondary curriculum documents in designing to develop a sequence of lessons/ learning experiences.	Uses relevant curriculum documents in designing to develop a sequence of lessons/ learning experiences.	Uses relevant curriculum and assessment documents to develop a sequence of lessons/ learning experiences (example use of ACARA English and Formative PM benchmarks to inform guided reading lessons).	Use curriculum, assessment and reporting knowledge to design learning sequences.
2.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Not assessed	Not assessed	Identifies literacy and numeracy teaching strategies and their application in lesson/ unit plans	Identifies and understands literacy and numeracy teaching strategies and their application in lesson/unit plans	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Not assessed	Identifies (through observations) ICT teaching strategies to support learning opportunities for students.	Identifies ICT teaching strategies to support learning opportunities for students.	Identifies ICT teaching strategies to support learning opportunities for students.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Writes clear learning objectives for each learning experience/ lesson using the Australian Curriculum.	Sets learning goals for individuals and classes based on curriculum documents and an understanding of individual students.	Sets learning goals that cater for individual students of varying abilities and characteristics.	Develops a sequence of lessons with explicit, challenging and achievable learning goals.	Sets learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Not assessed	Plans a lesson sequence that incorporates a range of teaching and learning strategies that develop learners' understandings and/or skill development, in consultation with the supervising teacher.	Plans a lesson sequence that incorporates a range of teaching and learning strategies that develop learners' understandings and/or skill development, in consultation with the supervising teacher.	Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.	Plans lesson sequences using knowledge of student learning, content and effective teaching strategies.

Bachelor of Education – Secondary Professional Experience Program Progression continued.

APST	ESP1200	EDS2401	ESP3100	ESP2200	EDU4100
3.3 Include a range of teaching strategies.	Trials the use of a small range of teaching strategies that support student learning and skill development (example gradual release of responsibility model).	Trials a small range of teaching strategies to promote student learning and demonstrates reflection on how to improve in these.	Trials a range of teaching strategies to promote student learning and Demonstrates reflection and improvement in these.	Uses a range of teaching strategies to promote student learning and Demonstrates reflection and improvement in these.	Include a range of teaching strategies.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Not assessed	Trials the use of some learning resources aimed at engaging students in their learning.	Trials the use of some learning resources, including ICT, aimed at engaging students in their learning.	Uses a range of resources and ICTs that target students' interests and learning needs.	Demonstrates knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Trials the use of some verbal and non-verbal communication strategies (example questioning for higher order thinking).	Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning.	Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning.	Trials questioning and scanning skills together with an effective use of vocal, facial expression and gestures to support student engagement.	Demonstrates a range of verbal and non-verbal communication strategies to support student engagement.
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.	Not assessed	Not assessed	Evaluates own lessons and teaching sequences to promote student learning.	Evaluates own lessons and teaching sequences to promote student learning.	Demonstrates broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.
3.7 Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.	In negotiation with the Supervising Teacher.				
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.	Observes others' teaching practices and records strategies used to actively engage students in their learning (example identifying various methods of grouping to support learning needs)	Discusses strategies with the supervising teacher and trials some of these.	Discusses strategies with the supervising teacher and trials some of these.	Identifies a range of strategies to promote the participation of all students in a lesson/ learning activity.	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	Trials the use of clear instructions and explanations within short learning experiences/transitions.	Uses clear instructions and explanations within short learning experiences/lessons.	Reinforces established classroom rules, routines and expectations, through the use of clear directions, to effectively manage the learning environment.	Reinforces established classroom rules, routines and expectations, through the use of clear directions and organisation, to effectively manage the learning environment.	Demonstrates the capacity to organise classroom activities and provide clear directions.
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	Not assessed	Identifies preventative, supportive and corrective strategies to support a positive learning environment (example use of essential skills for classroom management)	Identifies and uses approaches to support appropriate behaviours. (example, supportive and corrective strategies)	Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Demonstrates knowledge of practical approaches to manage challenging behaviour.

Bachelor of Education – Secondary Professional Experience Program Progression continued.

APST	ESP1200	EDS2401	ESP3100	ESP2200	EDU4100
4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.	Not assessed	Not assessed	Writes observations and reflections that demonstrate theoretical knowledge about school/system, curriculum and legislative requirements related to students' wellbeing.	Records student attendance, absence and safety concerns as required.	Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.
4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Not assessed.	Not assessed	Discusses and identifies strategies which promote safe, responsible and ethical use of ICT's.	Understand strategies which promote safe, responsible and ethical use of ICT's.	Demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Not assessed	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Plans lessons and lesson experiences which include a variety of assessment approaches to assess student learning.	Demonstrates understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Not assessed	Uses oral communication to provide feedback in time to whole class students feedback to student. (example, well done, the answer is 4)	Uses oral and written communication to provide feedback to students about their learning.	Uses oral and written communication to provide feedback to students about their learning.	Demonstrates an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Not assessed	Not assessed	Not assessed	Demonstrates an understanding through observation notes and reflections on how assessment is moderated to ensure consistent and comparable judgements.	Demonstrates understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Not assessed	Not assessed	Considers the types of evidence required to effectively evaluate student learning.	Use of planned questions/ activities that allow for a check of student understanding in order to respond to their learning needs.	Demonstrates the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement.	Not assessed	Not assessed	Not assessed	Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.	Demonstrates understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement.
6.1 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					
6.2 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					

Bachelor of Education – Secondary Professional Experience Program Progression continued.

APST	ESP1200	EDS2401	ESP3100	ESP2200	EDU4100
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Receives constructive feedback in a positive and professional manner.	Receives constructive feedback in a positive and professional manner and acts upon it promptly	Receives constructive feedback in a positive and professional manner and acts upon it promptly.	Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					
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 students.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Acts appropriately according to school/system organisational policies and processes.	Acts appropriately according to school/system organisational policies and processes.	Describes how school/system organisational processes and policies applies to own conduct and practice.	Applies school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Not assessed	Not assessed	Not assessed	Demonstrates a willingness to participate with school staff in a range of activities.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

ESP1200 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.

The *Beginning Teacher* is the first professional experience placement undertaken by preservice teachers in the Bachelor of Education (Secondary). The purpose of this placement is for the Preservice teacher to practice the skills of lesson planning, implementing teaching strategies to engage learners, demonstrate exemplary professional conduct and practice their delivery techniques.

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			Associated Course Assessment Tasks
	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			
Day 1												
Days 2 – 5									2 whole class lessons			• Take observations and engage in discussions with supervising teacher about teaching practices across the school contexts.
Days 6 – 10									A sequence of 3 short teaching episodes			• Work with small groups.

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EDS2401 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: Second Year, 15-day placement.

Junior Secondary Curriculum and Pedagogy is the second professional experience placement undertaken by preservice teachers in the Bachelor of Education (Secondary). This course further builds on understandings of the professional practice of teaching. This course is required under the Professional Standards for Teachers in relation to planning units (series of lessons) and therefore organising and sequencing subject content for effective learning experiences. A key consideration is that curriculum and pedagogy should be designed to be developmentally responsive and meet the diverse needs of junior secondary learners.

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			Associated Course Assessment Tasks
	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			
Day 1												
Days 2 – 5									Within 1 class			• Take observations and engage in discussions with supervising teacher about teaching practices across the school contexts.
Days 6 – 10									Within 2 classes			• Work with small groups.
Days 11 – 15									Within 3 classes			• Plan sequences of 3 short lessons to be planned and taught, building to teaching sequences of lessons within 3 classes.

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ESP3100 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: Second Year, 15-day placement.

Social and Emotional Wellbeing in Secondary School context is the third professional experience placement undertaken by preservice teachers in the Bachelor of Education (Secondary). This course is designed to prepare preservice teachers for teaching positions in secondary schools by helping them to develop an awareness of the nature of risk and the protective factors that impact on students' social and emotional wellbeing and mental health.

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 PE artefacts in a 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 • Developing lesson objectives • 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	
Day 1										<ul style="list-style-type: none"> Take observations and engage in discussions with supervising teacher about teaching practices across the school contexts Work with small groups Plan sequences of 3 short lessons to be planned and taught, building to teaching sequences of lessons within 3 classes
Days 2 – 5								Within 1 class		
Days 6 – 10								Within 2 classes		
Days 11 – 15								Within 3 classes		

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ESP2200 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: Second Year, 15-day placement.

Senior Secondary Curriculum and Pedagogy is the third professional experience placement undertaken by preservice teachers in the Bachelor of Education (Secondary). This course acknowledges the senior phase of learning as a significant juncture in the schooling of students. Through providing learning about the distinct needs of learners in the senior years, it builds the capacity for preservice teachers to understand and adopt strategies that will strengthen year 11 and 12 student participation, engagement and attainment. It is important to note that the placement should focus on teaching in years 11 and 12, although observations and teaching can occur in junior secondary classes as well as senior classes.

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 PE artefacts in a 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 in senior classes • Applying assessment for and as learning • 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	
Day 1										<ul style="list-style-type: none"> Please note course assessments support knowledge for the placement. Take observations and engage in discussions with supervising teacher about teaching practices across the school contexts Work with small groups Plan sequences of 3 short lessons to be planned and taught, building to teaching sequences of lessons within 3 classes
Days 2 – 5								Within 1 class		
Days 6 – 10								Within 2 classes		
Days 11 – 15								Within 3 classes		

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EDU4100 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: Fourth Year, 25-day final supervised placement.

During this final supervised Professional Experience placement, students will be completing critical work for the Graduate Teacher Performance Assessment (GTPA). The GTPA is a culminating summative task undertaken by initial teacher education students that requires them to plan and implement a data driven cycle of instruction and evidence their practice against the Australian Performance Standards for Teachers (APSTs). Please note that students' satisfactory completion of the GTPA is a requirement for graduation from the BEDU program and therefore the work they complete on this placement is significant for them. Further information about the GTPA can be found at www.graduatetpa.com and USQ's Resources for Schools at www.usq.edu.au/current-students/academic/education-placements/resources-for-schools

Required experiences:

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

Timing in Professional Experience	Required experiences											
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/Learning Experiences	Collecting PE artefacts in a folder	Teaching			GTPA associated tasks
	to site, environment, individual class(es). Students to bring printed copies of • Placement guidelines • Placement report • Program PE Table	routines, teaching and learning practices, learning environment, assessment and feedback	with individual students, small groups and whole class	meetings playground duties, etc. as required by your site and supervising teacher	on your planning and teaching and assessing	and engaging in regular conversations with your Supervising Teacher and University Liaison	lesson plans 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. Sequence of 4 lessons Whole sessions e.g. middle Whole days (as per your Supervising Teacher's schedule)			Negotiate with your Supervising Teacher when the following will occur:
Day 1												Gather student data to build a class profile that identifies student learning needs and strengths for whole class, small groups and individuals.
Day 2 – 5										Within 1 class		
Day 6 – 10										Within 2 classes		<ul style="list-style-type: none"> Plan a sequence of lessons aligned to student data and Australian Curriculum. Develop summative task and marking criteria for lesson sequence. Differentiate for students Implement assessment practices and feedback to students.
Day 11 – 15										Within 3 classes		<ul style="list-style-type: none"> Teach the planned sequence of lessons to whole class. Monitor student learning and make planning adjustments.
Day 16 – 20											Build up to 1 full day	
Day 21 – 25											Build up to 2 full days	<ul style="list-style-type: none"> Implement summative task Mark and moderate task with supervising teacher Reflect and provide feedback to students. Report of student learning

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Queensland Professional Experience Reporting Framework

Final professional experience recommendations



Final professional experience recommendations

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

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

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

Final professional experience recommendations are required by:

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

Supervising teachers are to:

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



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

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

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

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

Final professional experience recommendations

This page is to be completed by the preservice teacher.

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

Summary of prior experience

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

Section 1: Planning effectively – preparation for teaching

Examples of evidence

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

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

Documented feedback and evaluation of planning that reflects:

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

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

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

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

Section 2: Teaching effectively - enactment of teaching

Examples of evidence

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A supervising teacher’s observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.

- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The preservice teacher’s reflections and application of supervising teacher feedback.

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

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

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

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

Examples of evidence

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

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

		B	D	G	E
Identify strategies to support inclusive student participation and engagement in classroom activities.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Section 4: Assessing and recording learning

Examples of evidence

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

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

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

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

Section 5: Professional conduct

Examples of evidence

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

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

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

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

Section 6: Excluded descriptors

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

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. APST 1.2

Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in Identifying professional learning needs. APST 6.1

Understand the relevant and appropriate sources of professional learning for teachers. APST 6.2

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. APST 6.4

Section 7: Overall comments

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

Section 8: Moderation

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

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

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

Section 9: Signatures

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

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

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

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