

Professional Experience Guidelines

FOR PRESERVICE EDUCATORS AND USQ STAFF

**The Professional Experience Guidelines for
Professional Experience Administration**

2012

9/02/2012

Important Addresses

Professional Experience Website: www.usq.edu.au/education/profexp

Toowoomba Professional Experience

Faculty of Education
University of Southern Queensland
Toowoomba QLD 4350
AUSTRALIA

Phone: 07 4631 2359

Fax: 07 4631 2598

Email: professional.experience@usq.edu.au

Springfield Professional Experience

Faculty of Education
University of Southern Queensland
PO Box 4196
Springfield Central QLD 4300
AUSTRALIA

Phone: 07 3470 4352

Fax: 07 3470 4301

Email: springfieldprofexp@usq.edu.au

Fraser Coast Professional Experience

Faculty of Education
University of Southern Queensland
PO Box 910
Hervey Bay QLD 4655
AUSTRALIA

Phone: 07 4194 3181

Fax: 07 4194 3188

Email: profexpeduc@usq.edu.au

Working with Children Check

The Commission for Children and Young People and Child Guardian requires that all adults working/undertaking Professional Experience with children under the age of 18, in the State of Queensland are required to possess a current suitability card (Blue Card). A Preservice Educator **cannot** commence any Professional Experience activity until they have registered their current Blue Card with the USQ Professional Experience Office.

Blue Card (Working with Children Check) queries and renewal

Blue Card Contact Centre on 1800 113 611

<http://www.ccypcg.qld.gov.au/employment/index.html>

Professionalism

As visitors to educational settings and as learning members of the profession, Faculty of Education Preservice Educators are expected to demonstrate professionalism in all aspects of their approach to Professional Experience. All Preservice Educators are expected to dress and conduct themselves in a manner that will enhance the reputation of USQ and reflect the professional standards for teachers.

Queensland College of Teachers

<http://www.qct.edu.au/>

Professional Experience Office Administration

Campus officer	Role	Duties
Toowoomba	Reception	Telephone and email - Inquiries and referrals Blue Card processing Forms and filing Mail
Toowoomba Laura	Placement (0.5) and enrolment (0.5) officer	Student support Maintain student spreadsheets Upload Professional Experience results Toowoomba placement support
Toowoomba Melissa	Placement officer	Early Childhood Primary and Special Ed Rural and remote placements
Toowoomba Sally	Placement officer	Secondary and TVE Liaison coordination SONIA preparation Calendar of PE office processes
Fraser Coast Lisa	Placement officer	Fraser Coast placements
Springfield Jennifer & Barbara	Placement officers	Springfield placements Jennifer – EC, Special Education and Primary Barbara – Secondary
Toowoomba Denis	Administration Coordinator	SONIA coordination Placement coordination Approval for variances Liaison payment Mentor and Site payment
Toowoomba Karen Spence	Academic Coordinator	Professional Experience Calendar Professional Experience Booklets Professional Experience Guidelines A Team activation Sub committee meetings Forms control PCAP enrichment
International Warren Midgley	International Placement Coordinator	Sarasas Ektra School Bangkok, Thailand Montana State University in co-operation with schools in Montana, USA

Glossary of Terms

A TEAM Liaison

Specific assistance and guidance can be offered when a Preservice Educator is placed “at risk” by Day 5. The A TEAM Liaison works with the Mentor, Site Coordinator and Preservice Educator to support the most appropriate outcome for the Professional Experience.

Academic Coordinator Professional Experience

An academic staff member who may be consulted regarding an “at risk” Preservice Educator. The staff member may activate an A TEAM Liaison to assist in the “at risk” process.

Administration Coordinator Professional Experience

An administrative USQ staff member who coordinates the administrative aspects of Professional Experience including securing appropriate placements. This person is a significant point of contact for placement officers, Site Coordinators, Preservice Educators, academic and liaison staff.

“At risk”

Mentors should not be reluctant to formally place Preservice Educators “at risk” no matter how difficult this may be for all parties. Preservice Educators require open and full evaluation of their performance, together with specific feedback, and the process of “at risk” designation should be seen in this light. The “at risk” process should ideally be activated by Day 5 in the placement, given that it is necessary to have evidence to support this conclusion. Mentors and Preservice Educators should see this process as a formal signal that specific development is required in order to successfully complete the requirements of the Professional Experience in the specified number of days.

Blue Card

A positive notice from the Commission for Children and Young People and Child Guardian includes a Working with Children criminal history check. A Blue Card is required for all Professional Experience placements in Queensland and must be authorised for USQ. Legal requirements for Professional Experience outside of Queensland are the student’s responsibility.

Calendar

The dates for all Professional Experiences are set in an annual calendar and publicised on the Professional Experience website. All USQ Students are expected to attend Professional Experience during the specified dates. The Professional Experience Calendar corresponds to designated block codes in SONIA and specific dates for the internship. All experiences need to be completed within a semester of study in order for grades to be finalised.

Confirmed Placements

It is the student’s responsibility to check SONIA for their confirmed placement before they can commence Professional Experience at a site. A confirmed placement on SONIA ensures that the mail-out pack with all the USQ booklets and documentation has been sent to the site. USQ students are covered by insurance, supported by a liaison and the placement details are authorised. Students are not to commence any placement until it is confirmed on SONIA.

Conflict of Interest

A conflict of interest involves a conflict between a person's personal or professional interests and their interests as a student. Some examples of conflict of interest: the student has a close relative who works at a site where they may be placed; the student has a close relative who attends a site where they may be placed; the student has a working relationship with the site where they may be placed; the student has previously attended the site in another capacity.

DET Professional Experience/Internship Overview

Preservice Educators who intend to seek employment in a Queensland state school should request their Mentor to complete a DET Professional Experience/Internship Overview at the conclusion of each Professional Experience for their professional folio. All employment applications are the student’s responsibility and Mentor feedback reports are not required by USQ. A copy of the DET Professional Experience/Internship Overview is provided as a courtesy at the back of each Professional Experience Booklet. However, students should consult the DET website www.teach.qld.gov.au for specific information about the employment application process.

ePortfolio

The USQ student eportfolio system is used by students to document their qualifications, skills and experiences in a digital resource. The eportfolio is an ongoing project which students use to document their learning journey and incorporate assessment artefacts from a variety of courses e.g. EDC3100 and EDC4000.

Graduate Intern

The final year Preservice Educator who has successfully completed all other courses will undertake an Internship under direction of a Mentor. A graduate intern may teach up to 50% of the Mentor's teaching load unsupervised. Approval of internship arrangements is required, and other authorisations (e.g. QCT Internship Authorisation) are sought by the Professional Experience Office on behalf of students.

Internship

This is the final unsupervised experience for Preservice Educators who have successfully completed all other courses. The Internship focuses on the professional work of teachers and relies on the Mentor and other site staff to induct the graduate intern into the profession by taking on many of the responsibilities of a registered teacher. In Queensland, USQ requests QCT Internship Authorisation for graduate interns to take full responsibility for half of a regular full-time teacher's classroom load, without the direct supervision of a Mentor, and work in a secondary role with Mentor teacher(s) for the second half of that fulltime load.

Liaison

A casual or academic staff member of the Faculty of Education who is responsible for liaising with sites during Professional Experience and Internship placements. This person is usually the site's first point of contact with the University. The role of the USQ Liaison has changed substantially over time and it is no longer deemed appropriate to observe in the classroom and comment on a Preservice Educator's performance. USQ Liaison act, whether on site or at a distance, as the contact point between Preservice Educators, their Mentors, Site Coordinators, the Course Examiner and the Faculty of Education.

Local Request Professional Experience Preference Form

A hard copy form for students in the local area surrounding Toowoomba, Springfield or Fraser Coast Campuses to nominate sites and their preferences for placement for Professional Experience. USQ uses this information to source a placement on behalf of the student. This paper form is used to support the SONIA electronic preference system and for placing GDTL (and other) students in local schools.

Make-up day

It is a requirement for the course that Preservice Educators complete all Professional Experience days in full. The number of days for each course is specified in The Professional Experience Booklet and is a requirement to pass the course. Students should negotiate to make up any days missed due to illness, public holidays or show holidays with the Mentor and Site Coordinator.

Mail-out pack

The mail-out pack contains a copy of The Professional Experience Booklet, payment claims for the Mentor and the Site Coordinator, instructions for completing the SONIA electronic Completion record for entering the students' Professional Experience results as either pass or fail for the required number of days and other documentation that is useful to facilitate the Professional Experience. The Professional Experience Office posts the mail-out packs during the week before the placement is due to commence. The mail-out pack is addressed to the Site Coordinator who distributes the Professional Experience information to the Mentors. For placements overseas, the mail-out pack is sent electronically to the Site Coordinator's email address.

Mentor

The Mentor is the supervisor who accepts responsibility for a Preservice Educator. Preservice Educators must be supervised at all times. They do not have authority to take responsibility for any student groups. Therefore, they cannot be asked to teach, do playground/bus duty nor take responsibility for a sporting group, excursions, etc, unless accompanied by a Mentor.

Online Professional Experience Resources

Curriculum and teaching materials, class activities, assessment items, lesson plans and much more are available for students to access for **FREE** through the USQ Library. More detailed information is provided in [FYI \(Education\)](#). The USQ Library also holds a wide range of physical Professional Experience Resources, explained in this brief [overview of resources and ways to access](#). For ideas or instruction in new technology, or teaching ideas in general, the [Professional Experience resources wiki](#) is a growing resource that you can contribute to, and continue to access throughout your career.

Placement Officers

USQ staff in the Professional Experience Office at each campus organise and facilitate Professional Experience placements.

Professional Experience Booklet

There are six different Professional Experience Booklets which explain the requirements for Professional Experience in each course. Students are required to download their copy of The Professional Experience Booklet for their specialisation (e.g. GDTL/GDTO, Early Childhood, Primary, Special Education, Sport Health PE or Secondary/TVE). The Professional Experience Office posts a copy of The Professional Experience Booklet for each Mentor to the Site Coordinator in the week before the Professional Experience is due to commence. Students are required to download their copy from the USQ Faculty of Education Professional Experience website.

Professional Experience Guidelines (this document)

This document is designed to give you an overview of the processes used to administer Professional Experience which is an embedded component of preservice education courses at USQ. The Professional Experience Guidelines is supported by the Professional Experience website, the course StudyDesk, the SONIA system and The Professional Experience Booklets for each specialisation.

Preservice Educator

USQ students who are placed in sites for Professional Experience are called Preservice Educators in recognition of their development and learning in the work place.

Professional Experience

A term that encompasses embedded Professional Experience in state schools, Catholic schools, independent schools, private schools, special schools, childcare centres, industry, community-based education contexts, adult education environments and non-school settings as a requirement in a related university course.

Professional Experience Internship Application Form

A hard copy form which is used by students for organising their internship directly with sites. The details for the placement must be confirmed on SONIA before commencing Professional Experience in the site.

Professional Experience Placement Application Form

A hard copy form which is used by students in situations when they are required to secure their own placement. Students are permitted to approach sites directly, providing they are outside the local area surrounding a campus, interstate or overseas, securing their internship or when they have been specifically advised by the Professional Experience Office to negotiate their placement due to the nature of the request. The details for the placement must be confirmed on SONIA before commencing Professional Experience in the site.

Queensland College of Teachers (QCT)

The Queensland College of Teachers (QCT) is a Queensland government statutory authority. Its purpose is to regulate, enhance and promote the teaching profession in Queensland in the best interests of the public and the profession. For Queensland internships, the QCT, on request from the Professional Experience Office, grants authorisation for unsupervised placement in EDC4000.

Referee Statement

Preservice Educators who intend to seek employment in a Queensland state school should collect a Referee Statement from their Mentor at the conclusion of each Professional Experience for their professional folio. All employment applications are the student's responsibility and Mentor feedback reports are not required by USQ. A copy of the DET Referee Statement is provided as a courtesy at the back of each Professional Experience Booklet. However, students should consult the DET website www.teach.qld.gov.au for specific information about the employment application process.

Site

This refers to any child care centre, kindergarten or preschool, primary school, high school, RTO, non-school setting or any other site where a Professional Experience placement is undertaken.

Site Coordinator

A member of staff from the host site who is responsible for liaising with the Professional Experience Office, coordinating the Preservice Educators and their Mentors and providing professional induction for Preservice Educators. They are responsible for ensuring that the Professional Experience Completion Record is completed electronically for each Preservice Educator at the site and submitted within 5 days of completing the Professional Experience.

SONIA

SONIA provides Preservice Educators and staff with an online tool to manage the Faculty of Education placement process. SONIA can be used for Preservice Educators to register preferences for placements and to view their placement site details. Liaisons, sites and university academic staff use SONIA to view site and student placement records. Site Coordinators use SONIA to enter results via the sites' SONIA web access.

SONIA result

The Preservice Educator's university results and grades for a course cannot be finalised until the SONIA result for either pass or fail for the required number of days is submitted. The online SONIA result should be completed by the Site Coordinator or Mentor within five (5) days of completing the Professional Experience. However, it is more reassuring when the SONIA result is finalised on the last day of Professional Experience and the Preservice Educator is informed of the successful conclusion of the Professional Experience as they leave the school or centre.

Teaching Areas Form

Students who intend to teach in a Queensland secondary school are required to nominate two teaching areas (e.g. science, mathematics, SOSE, etc) and provide evidence for their capability to teach these subjects with courses that have been/will be studied at university. The Professional Experience Office will use these teaching areas to ensure that suitable Mentors in high schools are obtained for Professional Experience.

Weekly Feedback

Each Professional Experience Booklet contains a Weekly Feedback form which is used by the Mentor to give the Preservice Educator written feedback and guidance. This report should be worked through and discussed with the Preservice Educator on the last day of each week. When extra guidance is recommended the "at risk" process should be initiated on Day 5 of the Professional Experience.

Professional Experience

In order to achieve a successful Professional Experience, you are encouraged to become involved in all of the professional activities and responsibilities that are required in the work place in consultation with, and under the supervision of your Mentor.

Working with Children and Legal Checks

You must have a current Blue Card authorised by USQ for all placements in Queensland. Your Blue Card details and the expiry date are recorded in SONIA. If you are not in Queensland, it is your responsibility to complete and comply with the criminal history checks or legal requirements that apply for your context. Although the Professional Experience Office can assist with Blue Card applications, authorisations and renewals, the actual responsibility for a Blue Card lies with you. Keep copies of all communication with the Commission for Children and Young People and Child Guardian. You must also retain the positive notice letter which is sent with your Blue Card.

Documentation

Print a copy of The Professional Experience Guidelines (this document) and The Professional Experience Booklet for your specialisation. Have copies of any special instructions that have been provided through your course StudyDesk and other curriculum resources e.g. a lesson plan template or other documents that may be associated with course assessment and might be linked to your Professional Experience. Check your diary and the school calendar and make a note of any public holidays, Show holidays or significant school events that might occur during the scheduled Professional Experience block. The dates for all scheduled Professional Experiences are set for each course and are clearly stated on the Professional Experience Calendar which is publicised on the Professional Experience website. Keep a copy of your documents for your records. You should endeavour to collect evidence of your Professional Experience throughout your degree to support your applications for employment. Mentor feedback, referee reports and professional references are your property. It is your responsibility to collect and manage your documents which you can add to your resume for presentation when you are applying for jobs.

Placement Procedures by Campus

Placement procedure is generally determined by placement requirement. In the first instance, students should check the relevant Studydesk for placement directions and relevant dates.

Generally:

Fraser Coast:

Students requiring placement within 50 km of the Fraser Coast Campus will have their place sought by the Fraser Coast Professional Experience office. Students seeking placements further than 50 km from the Fraser Coast Campus (and not within 50 km of Toowoomba campus) should follow the process for Non-local Placement as outlined in this booklet and on the Professional Experience website.

Springfield:

Students requiring placement in the Brisbane metropolitan area will have their place sought by the Springfield Professional Experience office. Students seeking placement outside that region (and not within 50 km of Toowoomba campus) should follow the process for Non-local Placement as outlined in this booklet and on the Professional Experience website.

Toowoomba:

Students requiring placement within 50 km of the Toowoomba Campus will have their place sought by the Toowoomba Professional Experience office. Students seeking placement further than 50 km from the Toowoomba Campus (and not within 50 km of other campuses) should follow the process for Non-local Placement as outlined in this booklet and on the Professional Experience website.

USQ students must accept that Professional Experience is scheduled for specific dates in the calendar and strict adherence to these dates is required for successful administration. With over 3000 placements annually, USQ students will take significant responsibility for the administration of their Blue Card, some placement organisation and it is their responsibility to manage their time around other personal and workplace commitments. All Preservice Educators in a particular course will attend Professional Experience at the same time. Exceptions may arise for interstate/overseas students when the school term dates differ from those in Queensland and other exceptional circumstances that are supported by substantial supporting documentation.

Professional Experience Booklets

The scope and sequence for Professional Experience in each specialisation is described in The Professional Experience Booklet.

There are 6 different Professional Experience booklets:

- The Professional Experience Booklet for Graduate Diploma of Learning and Teaching (GDTL and GDTO)
- The Professional Experience Booklet for BEDU EARLY CHILDHOOD and Bachelor of Early Childhood
- The Professional Experience Booklet for BEDU PRIMARY
- The Professional Experience Booklet for BEDU SPECIAL EDUCATION
- The Professional Experience Booklet for BEDU SPORT HEALTH AND PE
- The Professional Experience Booklet for BEDU SECONDARY and BEDU TVE and Bachelor of VET

The requirements to successfully complete the objectives of the Professional Experience in the specified number of days are elaborated for each Professional Experience in The Professional Experience Booklet and supported by material on the StudyDesk. The Professional Experience Booklet, which is relevant to students attending the site, is posted to the Site Coordinator in the week before the Professional Experience start date. For overseas placements, the mail-out pack is sent electronically to the Site Coordinator's email address. The mail-out packs contain a copy of the booklet, Mentor and Site Coordinator payment claim forms, instructions for entering the students' results at the conclusion of the Professional Experience and other useful information to assist and support the university's requirements for Professional Experience.

When a host site has not received The Professional Experience Booklet by the first day of the experience, please consult with your Site Coordinator (or check the inbound mail for the site). If necessary, contact the Professional Experience Office and another copy will be sent. However, these booklets are provided online to all students. It is the student's responsibility to access their electronic copy of The Professional Experience Booklet for their specialisation and have it readily available throughout the Professional Experience.

Blue Cards and Professional Experience in Queensland

A consistent approach is required to manage progression for students that do not have a current Blue Card at the time for scheduled Professional Experience.

It is the student's responsibility to maintain a current Blue Card and this requirement is clearly stated on all course specifications. A Blue Card includes a national criminal history check that is valid for three years.

Essentially, a student has no reasonable excuse to delay their Professional Experience after allowing their Blue Card to expire because:

- a Blue Card will remain current for Professional Experience even after the expiry date providing the card was not cancelled or suspended, and the application for renewal was lodged with the Commission at least 6 weeks prior to the expiry of the card
- a Blue Card renewal application can be submitted up to 16 weeks before the expiry date and must be lodged no later than 6 weeks prior to the expiry date on the card
- the Commission sends a renewal notice letter to the student's listed residential address approximately 16 weeks before the expiry date
- the student must inform the Commission within 14 days when there are any changes to their details such as their name or residential address
- if the student does not receive their renewal notice letter because they have changed their address details but not notified the Commission of this change within 14 days, they have not complied with the *Commission for Children and Young People Act (2000)* and could be fined 10 penalty points (\$1000)

A student should have a current Blue Card at the point of acceptance into their program, at the start of the semester or in time for scheduled Professional Experience as a requirement for enrolment in the course.

Depending on the circumstances, when a student does not have a current Blue Card at the start of semester or in time for scheduled Professional Experience, the following options could be considered:

- scheduled placement as per the Professional Experience Calendar
- delayed placement until the student has a current Blue Card
- drop the course by the drop date
- Waive Academic Penalty with Fee Reversal (WWP)
- withdraw without academic penalty only (DWAP)
- complete the working with children check that is required outside Queensland and travel interstate or overseas for their placement (while still meeting QCT and program requirements for the majority of their placements in Australian schools)
- enrol in the course in the next semester that it is offered when they have a current Blue Card e.g. EDC1400, EDC3100, EDC4000 and the GDTL courses that are offered twice each year
- not meeting the requirements of the course and recording a failing grade for the course

Process for managing different Blue Card issues:

Group	Issue	Process	Examples
1	Through no fault of their own, new USQ students that have not received their Blue Card on time	Delayed placement The placement is delayed until the student has received their Blue Card	<ul style="list-style-type: none"> • GDTL students • overseas students • students with extenuating circumstances • students affected by factors beyond the Commission's control e.g. the Brisbane floods
2	Through their own fault, these students have not received their Blue Card on time	No placement in Queensland The students may consider: <ul style="list-style-type: none"> • dropping the course by the drop date • WWP • DWAP • travelling interstate e.g. NSW • taking the course in the next semester that it is offered with a current Blue Card 	<ul style="list-style-type: none"> • late entry into the program • the student has the option of completing the working with children check for another state and attending a placement interstate • new students should not be in EDC1400 in their first semester of study • some courses are offered in both S1 and S2
3	Students with a Blue Card (due to expire or expired) but they have completed the renewal process 6 weeks prior to the expiry date	Placement at the scheduled time The card remains current even after the expiry date providing the card: <ul style="list-style-type: none"> • has not been cancelled or suspended • has been renewed between 16 weeks and 6 weeks before the expiry date 	<ul style="list-style-type: none"> • a student who has followed the correct renewal process between 16 and 6 weeks before the expiry date and their Blue Card remains current for Professional Experience
4	Students that have allowed their Blue Card to expire or they have not submitted a renewal application 6 weeks prior to the expiry date	In order to avoid a failing grade for the course, the student may consider: <ul style="list-style-type: none"> • dropping the course by the drop date • WWP • DWAP • travelling interstate e.g. NSW 	<ul style="list-style-type: none"> • a student who has not followed the correct process for maintaining their Blue Card, has not met the requirements of the course and could expect to fail the course unless they make immediate steps to resolve their situation
5	Irrespective of their Blue Card status, the student is failing the course academically or is not satisfying the placement requirements or is not communicating with the Professional Experience Office about their placement in a timely manner	No placement and the student will be removed from the SONIA block In order to avoid a failing grade for the course, the student may consider: <ul style="list-style-type: none"> • dropping the course by the drop date • WWP • DWAP 	<ul style="list-style-type: none"> • a student that has not submitted their assessment and will fail the course overall • a student that is failing their assessment and will fail the course overall • a student that has not entered preferences or returned their placement application form or communicated with t • he Professional Experience Office at least 2 weeks prior to the scheduled placement dates

There are a range of penalties associated for not complying with the *Commission for Children and Young People Act (2000)*.

It is an offence for a disqualified person to sign a Blue Card application.

If an applicant's name or contact details change before their application is decided, they must give notice to the Commissioner within 14 days of the change.	10 penalty units (\$1000)
If the holder of a positive notice or the holder of a negative notice who has applied for its cancellation:	
<ul style="list-style-type: none"> changes a name previously given to the Commissioner; or 	10 penalty units (\$1000)
<ul style="list-style-type: none"> starts to use a different name/s previously given to the Commissioner; or 	10 penalty units (\$1000)
<ul style="list-style-type: none"> changes contact details previously given to the Commissioner 	10 penalty units (\$1000)
then they must give notice to the Commissioner within 14 days after the relevant change.	
If the holder of a positive notice, whose card is not suspended:	
<ul style="list-style-type: none"> ends or changes the person's employment; or 	10 penalty units (\$1000)
<ul style="list-style-type: none"> stops carrying on a regulated business or starts another regulated business, 	10 penalty units (\$1000)
then they must give notice to the Commissioner within 14 days after the relevant change.	
If the Commissioner issues a replacement positive notice or Blue Card, the person must return the replaced notice or card to the Commissioner within 14 days.	10 penalty units (\$1000)
A person whose current positive notice or current Blue Card has been lost or stolen must apply for a replacement notice/card within 14 days.	10 penalty units (\$1000)
If the lost or stolen notice card is returned to, or otherwise recovered by the person after the application for a replacement notice or card is made, the person must return the replaced notice or card to the Commissioner within 14 days.	10 penalty units (\$1000)

Pathway to Professional Experience

Before

1. Enrol in your courses.
2. Visit the Professional Experience website www.usq.edu.au/education/profexp/.
 - Check the placement dates for your course as scheduled on the Professional Experience Calendar.
 - Plan time off work and manage your life so that you can attend Professional Experience at this time.
 - Know your required setting (e.g. school, special education, childcare centre, year level, teaching areas), particularly if you are expected to return to this setting for a consecutive placement in the following semester.

Secondary students must return the Teaching Areas form to USQ so that they are placed with the correct HOD and Mentor for their subjects in a high school.
3. Ensure that you have a current Blue Card which is authorised for USQ.
 - Keep your name and address details current with the Commission and with USQ.
 - Renew your Blue Card at least 6 weeks before it expires and it will remain valid for Professional Experience.

Outside Queensland, it is your responsibility to make inquiries about the criminal history check or other requirements for working with children.
4. Download and print your copy of the USQ Professional Experience Booklet for your specialization:
 - GDTL/GDTO
 - Early Childhood
 - Primary
 - Special Education
 - Sport, Health and PE
 - Secondary and TVE
5. Plan for your course requirements e.g. USQ Learning/Lesson Planning Template, specific planning documents that are required for your course, teaching loads, assessment, diversity, ICT unit plan, portfolio items or internship.
6. Log in to SONIA <http://sonia3.usq.edu.au/Sonia>.
7. Check your course StudyDesk for information on the process used for organising each placement and the date that you are required to complete either the:
 - SONIA preference system (electronic, local site list for USQ to allocate you for a placement), or
 - Local Request Preference form (hardcopy, request for your preferences for local sites and USQ will arrange your placement), or
 - Professional Experience Placement Application form (hardcopy used for students to source their own placement for non-local sites, at the request of specific local sites, as a requirement of specific courses).
 - Professional Experience Internship Application form and submit by the due date with a copy of your unofficial academic transcript).
8. Note the date, and retain a copy for your own records of your original documents before sending any Blue Card forms or USQ placement forms.
9. Declare any conflict of interest and avoid any situation where you, or any family members, are employed at the site or have currently or recently attended as a student.
10. Check for your confirmed placement on SONIA about 10 days before the placement is due to commence <http://sonia3.usq.edu.au/Sonia>.
 - Do not commence any placement until it has been confirmed on SONIA - a confirmed placement on SONIA ensures that the USQ Professional Experience Booklet, and other documents have been sent to the site so that you are covered by insurance, supported by a USQ Liaison and the placement details are authorised.
 - Write down the contact person for the site, your USQ Liaison and their details from your confirmed placement on SONIA.

11. Prepare a list of work-related questions before you contact the site. Make a good first impression and check the site's website. Be familiar with the expectations of the site and how to get there. Examples of questions that you might need to clarify with the site include:
 - travel route and parking arrangements for the site;
 - dress code e.g. hat for playground duty;
 - identification requirements e.g. Blue Card, name badge;
 - meeting place, sign in book and start/finish times;
 - class timetable and site procedures;
 - USQ course requirements from the USQ Professional Experience Booklet.
12. Expect an email from your USQ Liaison, or you can take the initiative and introduce yourself by email. All staff emails are available on the USQ Staff Directory.

During

1. Attend Professional Experience during the specified dates for the number of days for each course specified in the USQ Professional Experience Booklet. Professional Experience is a pass/fail requirement for the course.
 - If you attend a site without a current Blue Card or without confirming that the placement is approved on SONIA, you are attending the site illegally under State Legislation and without USQ Insurance coverage in case of accident or incident.

If you attend the site without USQ's knowledge, the days that you attend do not count towards your program requirements and you have placed yourself in jeopardy.
2. Establish communication with your USQ Liaison and update them on your progress.
 - Sites that are in the local area surrounding a campus are usually visited by a USQ Liaison. However, USQ Liaison is also conducted via email and phone for some sites and as a one-off, check-in contact for the internship. The role of USQ Liaison is not like an inspector and they are not there to assess you or to become involved in your course issues. The USQ Liaison is not part of the course team and they do not have the authority to comment on your assignments.
 - Liaisons are provided to support the partnership between USQ, the school and the preservice educator. In cases where everything is going smoothly, the USQ Liaison may check in with the Site Coordinator and further intervention may not be required. However, your liaison's details are available from SONIA for you to contact if necessary. Your liaison is available "behind the scenes" and you are welcome to contact them if you have any concerns about your Professional Experience.
 - Your USQ Liaison is provided to support and assist the smooth operation of your Professional Experience.

It is your responsibility to take advantage of this support by making early contact with your USQ Liaison, particularly if your Professional Experience is not proceeding smoothly.
3. Attend pupil-free days with the site's approval because they count as a Professional Experience days if they occur during your placement dates.
4. Inform the site before 7.45 am and your USQ Liaison if you are absent for any reason.
 - Submit a medical certificate for an absence of 3 days or more.
 - Negotiate any days that you do not attend with the site and attend another day as a "make-up day". This negotiated day for attendance is called a "make-up day" because it is used to replace the day that you were away from the site due to your illness, examination, public holiday or show holiday.
 - Report your make-up days to the USQ Professional Experience Office and your USQ Liaison to ensure that you are on track to complete the required total number of days for your course and that you are covered for insurance purposes.
5. Present all planning to your Mentor for approval prior to teaching.
6. Use your planning but remember to stay flexible and allow yourself the opportunity to adapt.
 - Keep in touch with your learners and take advantage of the teachable moment.
 - Ask your Mentor for guidance, be familiar with the behaviour management policy (if applicable) and be prepared to implement strategies that are consistent with a supportive learning environment.
 - Although you are a guest in the site, the requirements for the Professional Experience, the focus area for your course (e.g. mathematics, ICT or diversity) and the amount of teaching you are to attempt, are suggested in The Professional Experience Booklet.

The suggestions are a guide to ensure that you demonstrate the minimum levels of skill and proficiency in order to successfully pass the Professional Experience.

 - It is inevitable that you will feel challenged by the students' behaviour throughout the Professional Experience. Talk to your Mentor during your reflective conversations.
7. Seek written and verbal feedback on your performance after each lesson, on Day 5 and each week.
 - You are encouraged to collect evidence of your Professional Experience throughout your degree to support your applications for employment.

Mentor feedback, referee reports and professional references are your property. It is your responsibility to collect and manage documents that you require for your resume, employment application or as part of your course assessment.

 - No written feedback is required by the Professional Experience Office at USQ.
8. Complete the Weekly Professional Experience Feedback form at the end of Day 5 of the placement and at the end of each week during your placement.
 - Photocopy this document, fill it out and keep it as a working document to improve your teaching and learning skills.

However, if you require additional guidance to meet the requirements of this placement, you must be placed At Risk.

The At Risk form and the A TEAM

If you experience difficulties, exhibit poor attendance, inadequate planning, unsatisfactory delivery of lessons or unprofessional behaviour you will be placed At Risk of not meeting the requirements of the placement. (You will not automatically fail.)

- After completing the At Risk form and returning it to USQ, a USQ Liaison will be appointed with an A TEAM contract with a maximum of 5 hours to support you and the site to achieve the most appropriate outcome for the placement.

You have the capacity to make improvements in the specified areas and pass overall, but ultimately your result is up to you.

- You will be awarded a pass for the SONIA result when you have made improvements in the identified areas and met the requirements of the Professional Experience in the required number of days,
or
- You will be awarded a fail for the SONIA result when you have not met the requirements for the placement and because you have not demonstrated adequate improvement. A fail will also occur if you do not attend the required number of days, such as if you end the placement or if the site concludes the experience by withdrawing the offer of a place.

9. Complete the required Professional Experience days in full in order to pass this practical component of your course.

After

1. Collect evidence of your performance during your placement e.g. written lesson feedback, the Weekly Professional Experience Feedback form, the USQ Professional Experience Report, other useful reports on your Professional Experience for your employment folio. This documentation may be used in future courses for assessment, your resume and your employment interview. It is recommended that you keep a digital copy in your portfolio.
 - DO NOT send any Mentor feedback or Professional Experience reports to USQ.
 - Your Mentor has agreed to supervise you for the placement but USQ cannot demand or compel your Mentor to write reports on your performance.
2. Return all resources and teaching materials and thank your Mentor and the site for hosting you for the placement.
 - The Site Coordinator will return the staff payment claim forms to USQ for supervising your placement. However, there is no payment for unsupervised placements or internships under the QCT Internship Authorisation Agreement.
3. Ensure that the Site Coordinator completes your SONIA result for pass or fail at the completion of your experience via the website <http://sonia3.usq.edu.au/Sonia> and within 5 days of concluding the placement.
 - The instructions for entering the SONIA result and the site's unique login and password were sent to your site when your placement was confirmed.
 - Your university results and grades for this course cannot be finalised until your result for pass or fail is entered by the site.

However, it is more reassuring for you to know that the Professional Experience has concluded successfully and the site has entered your SONIA result on the last day of the placement as you leave, after thanking the site.

4. You will not be able to see your SONIA result for pass or fail for the required number of days in SONIA, EASE or Uconnect.
 - The only time that you will be able to see your Professional Experience result for your course is at the grade release date at the end of the semester.Your Professional Experience result will be written as either 1 (pass) or 0 (fail) in your Uconnect results for your course.
 - If you cannot see a 1 or a 0 for your Professional Experience result at grade release date, your grade for the course cannot be finalised and your course results will have the initials IDM (incomplete) or RN (result not available).

It is your responsibility to contact your site and chase up your Professional Experience result. You are the person who will be most affected if your Professional Experience result is not entered because you will not have a final grade for your course. You may encounter difficulties enrolling in your subsequent courses for the next semester, particularly if this course is a pre-requisite for the next course or when it is a compulsory course that must be completed prior to attending the internship.

Fail Results for Professional Experience

- It is not appropriate for the Site Coordinator to enter a fail result unless adequate steps have been taken to address the site's concerns through the At Risk process.
In the case of exceptional circumstances that may have occurred at any point in the placement. The site must make immediate contact with USQ and clarify the event that has necessitated the fail result.
- In the event of the fail result after completing the At Risk process, the A TEAM Liaison may assist the conclusion of the placement and allow an unsuccessful student to exit as gracefully as possible. The site will enter the SONIA result for a fail and the actual number of days that were attended.
- After having gone through the due process to reach a fail decision for either the practical or the academic components of a course, the fail represents a hurdle which will result in a failing grade for the course.
Whatever the reason for the failing grade for a course, the default position will be that the student must re-enrol and repeat the course in full.

5. In all circumstances, you are required to maintain confidentiality and you are encouraged to end the placement as professionally as possible e.g. return all keys, resources, teaching materials and thank the Mentor/school staff.
 6. Throughout your program, you may be expected to return to this site for your next placement (in consecutive semesters), but with a different class and another Mentor.
- In the process of successfully concluding this placement, you may wish to take this opportunity to begin preliminary discussions about preparing for your next placement and meet your new Mentor.

Professional Experience Placements for Each Specialisation Last update 18 October 2011

The GDTL/GDTO sequence of courses with embedded Professional Experience is shown horizontally from left to right

The BEDU sequence of courses with embedded Professional Experience is shown vertically by specialisation

EDC4000 is a core course with an embedded internship in both the GDTL/GDTO and the BEDU programs

EDV3500 is available in both the GDTL/GDTO and BEDU programs and requires the delivery and assessment of nationally recognised VET and is equivalent to a Certificate IV in Training and Assessment

Graduate Diploma of Learning and Teaching

EDG2000 (15 days) Primary (Prep – Yr 7) and Middle (Yr 4 – 7) same site as EDG2001 and usually with a different Mentor or Secondary usually one teaching area (Yr 8 – 10/12) same site as EDS2401 and usually with a different Mentor	EDG2001 (15 days) Primary (Prep – Yr 7) and Middle (Yr 4 – 7) same site as EDG2000 and usually with a different Mentor <hr/> EDS2401 (15 days) Secondary either one or both teaching areas (Yr 8 – 12) same site as EDG2000 and usually with a different Mentor	EDG3000 (25 days at a different site from previous placements) Primary (Prep – Yr 7) Middle in a Secondary site (Yr 8 – 10) Secondary usually both teaching areas (Yr 8 – 12) Students are encouraged to organise their EDC4000 internship with this site	EDC4000 Professional Placement and Portfolio 20 days Students choose their final placement for their internship and are encouraged to return to a previous site or to a previous Mentor This is a culminating experience that requires QCT internship authorisation in Queensland schools
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Bachelor of Education (3 year and 4 year programs)

	Early Childhood	Primary	Special Education	Sport HPE (Primary)	Sport HPE (Secondary)	Secondary	TVE	BVET
1st Year	EDC1400 Foundations of Curriculum and Pedagogy 10 days							
	Early Childhood Birth – 2 years	Primary (Prep – Yr 7)	Special education (Prep – Yr 7)	Sport HPE HPE Mentor (Prep – Yr 7)	Sport HPE HPE Mentor (Yr 8 – 10/12)	Secondary (Yr 8 – 10/12)	Secondary VET (Yr 10 – 12) or Manual Arts (Yr 8 – 10)	25 hours Vocational education (RTO)
2nd Year	EDE2101 15 days Kindy/Preschool (2 – 4 ½ years)	EDP2111 10 days Same site as EDP2222 but with a different Mentor Primary (Yr 4 – 7)	EDP2111 10 days Primary (Yr 4 – 7)	EDP2111 10 days Primary (not HPE) (Yr 4 – 7)	EDS2401 15 days Minor teaching area (not HPE) Secondary (Yr 8 – 12)	EDS2401 15 days Same site as EDS2402 but with a different Mentor Teaching area 1 (Yr 8 – 12)	EDV3401 15 days Secondary VET (Yr 10 – 12) or Manual Arts (Yr 8 – 10)	EDV3401 25 hours Vocational education (RTO)
	EDE2010 15 days Same site as EDC3100 Prep/Foundation Level (4 ½ – 6 years)	EDP2222 15 days Same site as EDP2111 but with a different Mentor Primary (Prep – Yr 7)	SPE3001 15 days Same site as EDC3100 but with a different Mentor Special education site	EDH2254 15 days Sport HPE Same site as EDC3100 (Prep – Yr 7)	EDH2254 15 days Sport HPE Same site as EDC3100 (Yr 8 – 12)	EDS2402 15 days Same site as EDS2401 but with a different Mentor Teaching area 2 (Yr 8 – 12)	n/a	n/a
3rd Year	EDC3100 ICT and Pedagogy 15 days							
	Same site as EDE2010 but with a different Mentor Primary (Prep – Yr 3)	Same site as EDP3333 but with a different Mentor Primary (Prep – Yr 7)	Same site as SPE3001 but with a different Mentor Special education site	Sport HPE Same site as EDH2254 (Prep – Yr 7)	Usually both teaching areas Same site as EDH2254 (Yr 8 – 12)	Usually both teaching areas Secondary (Yr 8 – 12)	Secondary VET (Yr 10 – 12) or Manual Arts (Yr 8 – 10)	25 hours Vocational education (RTO)
	n/a	EDP3333 15 days Same site as EDC3100 but with a different Mentor Primary (Yr 1 – 7)	EDP3333 15 days Primary (Yr 1 – 7)	EDP3333 15 days Primary (not HPE) (Yr 1 – 7)	n/a	n/a	EDV3500 25 hours School-based VET or TAFE/RTO	EDV3500 25 hours School-based VET or TAFE/RTO
4th Year	EDE4103 25 days Primary (Yr 1 – 3)	EDP4130 15 days Primary (Prep – Yr 7)	EDP4130 15 days Special education (Prep – Yr 7)	EDP4130 15 days HPE/Primary (Prep – Yr 7)	EDS4401 25 days Both teaching areas Secondary (Yr 8 – 12)	EDS4401 25 days Both teaching areas Secondary (Yr 8 – 12)	EDV4440 40 days Secondary VET (Yr 10 – 12) or Manual Arts (Yr 8 – 10)	n/a
	EDC4000 Professional Placement and Portfolio (20 days) Students choose their final placement for their internship and are encouraged to return to a previous site or to a previous Mentor. This is a culminating experience that requires QCT internship authorisation in Queensland schools							n/a

More information on Organising a Placement

All placements must be confirmed on SONIA before you commence in the site. A SONIA "block code" is established to confirm your placement with the dates for the experience and the details for your Mentor and Site Coordinator. A mail-out pack with The Professional Experience Booklet and payment information for the staff is sent to the site at least 5 days before you commence the placement. If you commence a placement without confirmation on SONIA:

- you are **not** covered by USQ insurance policies;
- the mail-out pack has **not** been sent to the site;
- you are **not** supported by the university for liaison and your Mentor cannot be paid;
- the days that you have attended are **not** recognised for your course and your Mentor will be unable to enter a result in the SONIA Completion Record.

Do not commence any placement until you have checked that it is confirmed on SONIA.

USQ students should not be placed at a site where there is a potential or perceived conflict of interest, e.g. family or employment connection. It is very embarrassing for students when the site reports to the Professional Experience Office that a connection exists through paid employment, children attending at the site or that a partner/relative is already employed at the site. In the case of students who are employed, it is a USQ and a Queensland College of Teachers requirement that students engaged in Professional Experience are not accepting payment for employment while at the site on Professional Experience. It is the student's responsibility to recognise and declare any possible conflict of interest so that the highest standards of ethical behaviour are maintained. The discovery of an undeclared conflict of interest will usually necessitate the student's withdrawal from the site. It is acknowledged that there may be extenuating circumstances that make a connection with a site unavoidable, particularly in rural or remote regions where there may be limited available sites. In these circumstances, the student should ensure that all possible steps have been taken to avoid differential or inequitable treatment.

There are 3 processes that are used to organise Professional Experience placements:

1. SONIA preferencing

SONIA is a web-based program that manages the placement process for students, liaison and faculty staff. The SONIA site records the history for each placement, the Blue Card expiry date, accepts preferences for local sites, confirms placements and accepts electronic Completion Records for successful attending all the requirements of the Professional Experience in the specified number of days.

Students who require placement local to Toowoomba, Fraser Coast and Springfield may be asked to enter preferences for a Professional Experience placement via SONIA.

Students will be advised through their course StudyDesk when SONIA is open for viewing and when they must register preferences for local sites. Students can view and register their preferences for selected sites that have agreed to work in partnership with USQ. SONIA will accept the preferences and allocate students to sites based on all students' preferences. When numbers of students make the same choices for preferences, only the number of places offered by sites can be used. Placement officers will then consider what is still available and allocate to the best available place taking preferences into consideration. There is no guarantee that students will be allocated to any one of their preferences. When the allocations are confirmed on SONIA, the students will be able to make contact with their site and make arrangements to meet their Mentor.

Schools and sites have expressed their preference for dealing directly with USQ in our local areas and do not appreciate working directly with students. The placement arrangements are made between USQ and the Site Coordinators, not with individual teachers or staff at the site. In the interests of fairness for high demand sites, students enter preferences and are allocated a site based on geographical preferences and the placement offers made by schools and sites. Students are encouraged to be realistic about placement opportunities. There is an acute shortage of available Mentors in all regions, and sustained competition for placing students from other universities. This constant struggle to meet demand means that it is extremely difficult to secure sufficient placements.

2. Local Request Professional Experience Preference Form

A paper-based (hard copy) form is used to support the SONIA (electronic) preference system for local sites. Instead of entering preferences in SONIA, the Professional Experience Office may request students to enter their preferences on the **Local Request Professional Experience Preference Form**. The form is used by the Professional Experience Office to source local placements for GDTL students, and in other circumstances when students are unable to lodge their preferences in SONIA. When the allocations are confirmed on SONIA, the students will be able to make contact with their site and make arrangements to meet their Mentor.

3. Professional Experience Placement Application Form

The paper-based (hard copy) **Professional Experience Placement Application form** is used for students to organise their own placement when they are sourcing sites interstate, overseas or outside the local area of a campus, or when they have been given permission to approach sites directly to source their own placement. In all cases, the Professional Experience Office is available to manage and assist the placement of students and confirm the details of the placement on SONIA.

Students who are interstate, overseas or outside the local area of a campus have permission to approach sites to organise their own placement. Basically, students are in a better position to source their own placement because they have local knowledge of the sites which are available to them. Although the Toowoomba Professional Experience Office is available to assist, students are more likely to secure the placement that suits their requirements by formally introducing themselves to the site and making their arrangements directly with the site before returning the Professional Experience Placement Application form to the Professional Experience Office. When the placement details are confirmed on SONIA, the students will be able to verify the arrangements and commence at the site.

EDC4000 is a final, unsupervised experience, and part of this professional process permits interns to source their own placement. Students participating in an unsupervised **Internship** (e.g. for EDC4000) are encouraged to return to a site that they have previously attended for Professional Experience and possibly with a Mentor who has previously supervised them. In most cases, a graduate intern is more likely to secure their internship placement during their last supervised Professional Experience placement. Although graduate interns have permission to approach sites directly, experience has shown that these placements should be organised early and tend to proceed smoothly to graduation when you are already known to the site. Although the Toowoomba Professional Experience Office is available to assist, students are more likely to secure their placement by completing the Professional Experience Placement Application form with a site during their last supervised Professional Experience.

The **Professional Experience Internship Application form** needs to be submitted to the Professional Experience Office with an unofficial Academic transcript, at least 4 weeks before any placement is due to commence. USQ uses this information to request the Internship Authorisation from QCT for all internship placements in Queensland schools. When the placement details are confirmed on SONIA, students will be able to verify the arrangements and commence at the site.

These Placement forms are all available on the Professional Experience webpage:

<http://www.usq.edu.au/education/profexp/default.htm>

Information on the Placement Process for Non Local Students

(e.g. interstate and overseas)

- Students who are interstate and overseas have permission to approach sites to organise their own placement. Basically, students are in a better position to source their own placement because they have local knowledge of the sites which are available to them. Although the Toowoomba Professional Experience Office is available to assist, students are more likely to secure the placement that suits their requirements by formally introducing themselves to the site using the **Professional Experience Placement Application form** and **Letter of Introduction**.
- Ensure that your current Blue Card is authorised with USQ or you have completed the legal requirements or criminal history checks for your State / Country, and make a JP certified photocopy in case it's needed for the site's records.
- Download and print your Professional Experience Booklet and associated materials from your course StudyDesk and the Professional Experience website. A Letter of Introduction is provided for you on the Professional Experience website to assist the initial communication with the site. Read all information, make a copy for your Mentor, and take it with you when you have an appointment with the site.
- Research the school or site by checking their website and familiarise yourself with a few of their useful documents such as the Behaviour Management policy or the school philosophy or religious affiliation. Know a little about the teaching approaches that are used by the school and make sure that you are comfortable that you can "fit in". Think about how you will respond when they ask you "Why do you want to do your Professional Experience at our site?"
- From their website and your research, you should know the name of the School Principal or Deputy Principal or Director. Make an appointment to visit the site and speak with them about a Professional Experience placement. Leave your name and a contact phone number and email address. They may already take students from other universities so ensure that they know you are from USQ, because each university has different processes.
- At your interview, be specific and make a request for a suitable Mentor or year level, whilst being aware of the extent you can be flexible. Be able to speak with confidence about the expectations for satisfactory completion of the required number of days, teaching and planning responsibilities and the SONIA completion record which are all outlined in The Professional Experience Booklet. Suggest how you can contribute to the site and that your presence contributes to their site community e.g. the Mentor can satisfy the Queensland College of Teachers Continuing Professional Development requirement to maintain teacher registration.
- After negotiating your own placement, the Professional Experience Office will require this information in writing in order to log all the details into SONIA. Submit the completed and signed **Professional Experience Placement Application form** by the due date indicated on your Studydesk, to the address on the form. The details are recorded in SONIA in order to send The Professional Experience Booklet to the site, Mentor and Site Coordinator payment claim forms, recording your results for successful completion of the required number of days and logging your days as evidence for completing the course. Do not commence any placement until you have checked that it is confirmed on SONIA.

Placement Process for Graduate Interns and EDC4000

(e.g. internships, unsupervised placements and professional placements)

- Graduate Interns have permission to approach sites to organise their final placement using the **Professional Experience Internship Application form** and **Letter of Introduction - Internship**. They are responsible for gaining and negotiating their own placement and for conducting themselves in ways that preserve that relationship. Internships are not paid positions and school Mentors are not remunerated. Although the Toowoomba Professional Experience Office is available to assist, interns are more likely to secure their placement while they are already attending the site or by returning to a site that they have previously attended for a supervised Professional Experience.
- Ensure that your current Blue Card is authorised with USQ or you have completed the legal requirements or criminal history checks for your State / Country, and investigated other requirements that might apply outside Queensland.
- Download your Professional Experience Booklet and other materials from your course StudyDesk and the Professional Experience website. A Letter of Introduction is provided for you on the Professional Experience website to assist the initial communication with the site. Read all information, make a copy for your Mentor, and complete the Professional Experience Placement Application form with the Site Coordinator, usually while you are attending the site for your last supervised Professional Experience.
- Be able to speak with confidence about the expectations for satisfactory completion of the required number of days, teaching and planning responsibilities and the SONIA completion record which are all outlined in The Professional Experience Booklet. Graduate Interns will demonstrate the levels of skill and professional behaviour appropriate for a beginning teacher. Graduate Interns will take full responsibility for half of a regular full-time teacher's classroom load, without the direct supervision of a Mentor, and will work in a secondary role with Mentor teacher(s) for the second half of that fulltime load.
- Now that you have sourced your own placement, the Professional Experience Office will require this information in writing with a copy of your Unofficial Academic Transcript by returning the **Professional Experience Internship Application form** by the due date indicated on your Studydesk. USQ will use these details to request Internship Authorisation from the Queensland College of Teachers on your behalf. The details are recorded in SONIA in order to send The Professional Experience Booklet to the school, recording your results for successful completion of the required number of days and logging your days as evidence for completing the course (and for QCT).
- Do not commence any placement until you have checked that it is confirmed on SONIA.

Expectations for Preservice Educators

These are general expectations that all Preservice Educators will be required to meet. There may be other requirements specific to the course. All Preservice Educators are expected to contact their Mentors prior to the Professional Experience to discuss the requirements. This may be done by phone or email, however, a personal visit is preferred. This will be negotiated through the Site Coordinator and will be at the Mentor's convenience.

Professional Behaviours

The following should guide the professional behaviour of Preservice Educators for the Professional Experience:

- liaise appropriately with the Site Coordinator and Mentor before commencing the Professional Experience;
- seek, and act on, advice from the Mentor;
- ascertain individual student needs, interests, and motivations;
- plan relevant, coherent, purposeful and engaging lessons that acknowledge learners' prior experiences and interests;
- demonstrate initiative and commitment to teaching in the working relationship with the Mentor and in all contact with parents, students and other staff at the host site;
- communicate in an appropriately professional manner with all relevant members of the community at the host site;
- exercise a duty of care for all students/children;
- maintain confidentiality in all information about students/children;
- all communication (verbal, written and email) must be professional at all times;
- recognise that each student/child has individual abilities, interests and capabilities for learning but equal worth;
- maintain professional dress standards;
- exhibit professional behaviours with mobile technology;
- collect evidence of the Professional Experience which may be used in future courses for assessment, resume and employment interview (It is recommended that students keep a digital copy of written documents in a portfolio e.g. written weekly feedback, USQ Professional Experience Report or other useful reports on the Professional Experience. DO NOT send any Mentor feedback or Professional Experience reports to USQ);
- return all resources and teaching materials and thank the Mentor and the site for supervising the placement.

It is the student's responsibility to ensure that the SONIA result for pass or fail is entered by the site within 5 days of concluding the placement

Collection of Resources

All Preservice Educators should maintain a collection of resources while they are on their Professional Experience. This collection of resources may consist of the items listed below:

- observation records and reflections;
- class details;
- teaching/learning/assessment plans and records;
- teaching review comments;
- school/context policy documents;
- resources which could prove helpful to a beginning teacher i.e. names of textbooks, copies of assessment activities, samples of student work at different quality levels, names of suppliers, catalogues, names of reference books, class hand-outs, etc.;
- USQ Weekly Professional Experience Feedback form;
- USQ Professional Experience Report;
- DET Professional Experience/Internship Overview;
- DET Referee Statement;
- useful artifacts for inclusion in the digital portfolio.

Professional Knowledge

The following points are intended to guide planning by the Preservice Educator and Mentor for the Professional Experience:

- observations and data collection—this will be determined by the specific requirements of the course. The Preservice Educator will discuss this aspect with the Mentor in the preliminary meeting;
- planning and the format of the written lesson plan template will be agreed on before the Professional Experience begins.;

Some courses will recommend specific lesson plan templates which are supplied to the students through their USQ StudyDesk. A copy of the USQ Learning/Lesson Plan template is included on the next page. **No teaching is to take place if written plans are not prepared and presented to the Mentor in advance.**

- planning should occur across all areas or for the required teaching areas and incorporate literacy;
- all lessons are to be prepared in detail and include modifications to support students at-risk of underachievement;
- lessons may be single, back to back, sessions or units depending on the requirements of the specific course;
- management issues to be addressed include effective use of time, establishing a cooperative climate, effective use of groups, monitoring performance of individual students or groups, and managing student discussion;
- assisting in the classroom by marking rolls, playground duty with the Mentor, participation in other school events as required, providing remedial assistance to an individual or group, and preparing resources for use in the classroom.

Professional Practice

In addition, opportunities should be sought by Preservice Educators to experience as many facets of educational life as possible. These should include:

- staff meetings
- student-free days
- group planning
- extracurricular activities
- field trips
- meetings on student assessment
- an overview of the wider community in the school—Teacher Aides, Librarian, Special Needs support staff, Music teacher, Phys Ed teacher, LOTE teacher and all Administrative staff.

Professional Engagement

Daily feedback should be sought by the Preservice Educator and given by the Mentor. The Weekly Professional Experience Feedback form should be photocopied and filled out. This is to be kept by the Preservice Educator as a working document to improve their teaching and learning skills.

Other practices that are encouraged:

- daily reflections with the Mentor about the events of the day;
- use of the Professional Standards to analyse strengths and weaknesses;
- discussion of behaviour support in the classroom;
- collect documents that are required in a professional folio:
 - two Referee Statements and DET Professional Experience/Internship Overviews - a requirement for applications for employment as a teacher in a Queensland School;
 - the USQ Professional Experience Report is based on the Professional Standards for Teachers;
 - personal or professional letters of reference on school letterhead paper that comment on the Preservice Educator's demonstration of the Professional Standards for Teachers.

These documents are not required by USQ.

Learning/Lesson Planning Template

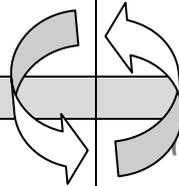
Year Level/s:	Date:	Curriculum:	Duration:
Outcomes/Learnings Areas or Skills (What is the broad educational goal in terms of the syllabus or curriculum?)			
Lesson Objective: What specific part of this broad goal does this lesson aim to develop? A good objective must indicate "Given what, Do what, How well?"			
Know and Do: By the end of the lesson what knowledge (content and understandings) and skills (processes) do students need to develop?			
Students need to know ...		Students need to be able to ...	
Evaluation/Monitoring and Assessment:			
Prior Knowledge: <i>(How will I find out what the students know and/or remember?):</i>	Formative Assessment: <i>(How will I monitor student understanding along the way?):</i>	Summative Assessment: <i>(How will I provide concrete evidence of student learning?):</i>	
Resources needed:			

Teaching Strategies and Learning Steps

	What to say	Organisation/Resources	Individualising learning
Introduction key learnings and how they will be achieved <i>(Consider strategies, relevance, individual/group work, clarify student understandings of task, student voice, student choice etc.)</i>			
Time Allocation:	What key messages will I convey?	How will I organise learning activities and utilise resources?	How can I make adjustments to meet individual student needs?
Lesson Body - step by step outline of learning experience sequence <i>(Consider HOTS tasks, monitoring understandings, provision and use of resources, general student responsibilities etc.)</i>			
Time Allocation:	What questions will I ask?	How will I handle the transitions between activities?	How will I know if students are achieving the learning objective/s?
Conclusion - reviewing learning/Summarising/Articulating where to next <i>(Strategies to capture learning that occurred and move thinking forward.)</i>			
Time Allocation:	How will I help students to synthesise learnings?	What plans are in place for those who finish early?	What about those who need more time?

Reflection and Adjustments

Course Code:	School/Site:	Unit/Topic Area:	Day:	Lesson Time:
Did students learn what they were supposed to? <i>(Self-evaluation of learning experience outcomes)</i>		How could this lesson be improved for next time? <i>(If I was to teach this lesson again what would I change and why?)</i>		
What's next? <i>(Points to inform subsequent lesson)</i>		How were authoritative pedagogies supported? <i>(e.g. Productive Pedagogies, Bloom's Taxonomies, Habits of Mind)</i>		



Professional Responsibilities

Absences

The specified number of days for each Professional Experience are required in full 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 7.45 am) and your USQ Liaison. Acceptable reasons for absence from Professional Experience include a University Examination or 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 Mentor so that the full, specified number of days are completed. An absence or change of 3 days or more to the dates of the internship, must be reported to the Professional Experience Office. USQ will inform QCT on your behalf to adjust the dates of your internship in a Queensland school.

Communicating with the University

The Professional Experience Office facilitates over 3000 placements every year and logistically does not have the resources to contact and respond to students on a one-to one basis. You are required to be proactive and enroll in your courses early, regularly engage with your course StudyDesk, read your USQ emails carefully and confirm your placement by checking SONIA before you contact the site. Communication with the Professional Experience Office should be in writing, preferably by email and using your USQ UMail account which clearly states your full name, student number and course code. The Professional Experience Office is an administration centre for the processing of forms. Do not expect an individual reply from the Professional Experience Office. You will be contacted by UMail if there is a problem with your placement. Most placements in the area surrounding a campus are organised by the Professional Experience Office and you have to wait to find out where you will be going. Students who have been permitted to approach sites to source their own placement have negotiated the arrangements themselves and must check their placement details on SONIA. All students must check for their confirmed placement on SONIA. Your first point of contact is your USQ Liaison and their details are available on SONIA. You should be proactive and introduce yourself to your liaison and seek support at the earliest opportunity, if required. However, if you do not have contact from your liaison, notify the Professional Experience Office. In situations where difficulties arise or you are placed at risk, the USQ Liaison must be contacted.

Confidentiality

Preservice Educators should abide by the protocols for seeking permission, maintaining confidentiality and recording observations in a non-judgmental manner. An abuse of confidentiality is unprofessional and the criticism of sites or staff may be considered defamatory. A situation may arise where a student at the site discloses personal information that relates to sexual assault, neglect or abuse. There are legal obligations to follow the site policy and procedure for reporting specific events, which may even involve the police. You should ensure that you know, understand and comply with the process for reporting these types of disclosed information, even if this means breaking the student's confidence.

Conflict of Interest

USQ preservice education programs are subject to approval processes including approvals from Queensland College of Teachers (QCT). If a preservice educator has a usual paid role as a teacher aide at a site, they cannot complete their Professional Experience at that site. It presents a conflict of interest but also does not allow the student to experience a range of school settings if they complete all of those experiences at the one site. If a preservice educator is being paid as a teacher aide while completing their Professional Experience then it would suggest that they are not meeting the requirements of that Professional Experience. Supervised Professional Experience should also not be completed in schools where a spouse/ partner is employed. These expectations are not negotiable.

Corporal Punishment

Corporal punishment has been abolished at most sites, in most independent schools and in Queensland state schools since 1995. Preservice Educators are prohibited from being involved in any activity that involves corporal punishment.

Criminal History Check

Preservice educators are required to complete the relevant legal checks for working with children - in Queensland this is known as a Blue Card. USQ students must be proactive in applying for a Blue Card, completing the authorisation for USQ and renewing the card at least 40 days before the expiry date.

Discrimination

Anti-discrimination aims to promote equal opportunity by protecting people from unfair discrimination in certain areas of activity, sexual harassment and objectionable conduct. The University of Southern Queensland's Equal Opportunity Policy <http://www.usq.edu.au/legaloffice/antidiscrim> covers areas associated with discrimination, personal harassment, sexual harassment, racial discrimination, policy for people with disabilities, equal opportunity for women in the workplace and a policy on multiculturalism. If you believe that you are being harassed, you should discuss the issue with your Mentor (if appropriate), then with your Site Coordinator, USQ Liaison and the Student Equity Office.

Duty of Care

Mentors have a legal responsibility for the physical and intellectual well-being of their students. The standard of care required is that of a reasonable teacher with the skills, insights and qualifications appropriate to the profession. Except in the case of an unsupervised internship, a Preservice Educator should not be left unsupervised with the students. A Preservice Educator should know the whereabouts of their Mentor at all times, and should be able to summon them immediately if necessary.

Ethics

The teaching profession expects high standards of ethical behaviour from its members. This expectation is evident in the Qualities of a USQ Graduate <http://www.usq.edu.au/qualgrad>. Preservice Educators are expected to abide by the Code of Ethics from the relevant authority, such as the Code of Ethics for Teachers in Queensland by the Queensland College of Teachers <http://www.qct.edu.au/> and the Early Childhood Australia Code of Ethics <http://www.earlychildhoodaustralia.org.au/>. Educators have a significant duty of care for all students. It is not appropriate for Preservice Educators to engage in personal relationships with students or to develop intimate relationships with people from the site community, even after the Professional Experience has concluded. You should ensure that there is no actual or perceived conflict between your interests and your studies as a Preservice Educator.

Health Issues

If you have health concerns which could potentially affect your studies or Professional Experience, you are encouraged to disclose your issues with USQ Disability Resources. It may also be appropriate to inform the Professional Experience Office or the Site Coordinator of your circumstances through a confidential discussion. Student Services can provide free, confidential, psychological assistance through USQ Counselling Support. The counsellors are professionally accredited staff who will work with you to understand and manage a wide range of issues including career, personal and financial matters. Although pregnancy is not an illness, you should be aware that Professional Experience involves early starts, long days, physical activity and lifting. If you are pregnant, you are encouraged to share this information with the Professional Experience Office and your site. USQ works within the requirements for Queensland teachers which states that teachers should not attend sites for the 6 weeks before the birth and 6 weeks after the birth. Professional Experience is scheduled for specific and designated blocks in the calendar and Preservice Educators should seek advice from the Professional Experience Office if they are pregnant.

Insurance

Preservice Educators on USQ preapproved course related placements which have been confirmed on SONIA are covered (subject to certain limitations) under the university's Personal Accident, Public Liability, and Professional Indemnity Insurances. Students who participate in work and voluntary experiences of their own volition or undertake placements that have not been confirmed on SONIA are not covered under USQ's insurance.

Photography

In general, there are limited reasons for USQ students to take photographs of children while they are on Professional Experience. Where this kind of photographic evidence is required for a course or assignment, the permission would be managed within the course and relate directly to the course objectives. Students should be guided to work within the policy of the site before attempting to take photographs e.g. only the child's work, or anonymous children (blurred face, hat covering face, photo taken from an angle to obscure the face). It is not the role of the Professional Experience Office to manage permission forms for photography or for making observations. Although photograph/observation permission forms which have been checked by the USQ legal office can be accessed by academic course teams, there has been a gradual shift in public opinion about maintaining privacy and photographing children. In general, it is not considered socially acceptable to take, store and distribute photographs of other people (in some cases even your own children at sporting events etc). There is the added complexity of photographs dispersing or appearing through social networking sites or other electronic media (such as Facebook) at a later time. Some parents might be offended when asked to complete a permission form and this has the potential to jeopardise USQ's relationship with the site and they may refuse to host a Professional Experience student. The permission forms are available for the Course Examiner and the course teams to consider as part of their academic discussions, but the management of the forms is beyond the scope of the Professional Experience Office.

Professional Experience Resources

Curriculum and teaching materials, class activities, assessment items, lesson plans and much more are available for students to access for **FREE** through the USQ Library. More detailed information is provided in [FYI \(Education\)](#). The USQ Library also holds a wide range of physical Professional Experience Resources, explained in this brief [overview of resources and ways to access](#). For ideas or instruction in new technology, or teaching ideas in general, the [Professional Experience resources wiki](#) is a growing resource to which you can make a contribution; this is a resource that you can continue accessing throughout your career.

Pupil Free Days

It is expected that students will attend and be involved in pupil free days as part of their Professional Experience. However, in some instances, a student may not be able to be accommodated due to individual school/DET/Catholic/Independent activities that are planned for the pupil free day. In these cases, the student will be required to negotiate a make-up day, so that the required total number of days is completed successfully.

Queensland College of Teachers

All school teachers in Queensland must be registered with the Queensland College of Teachers. USQ approaches the QCT for Internship Authorisation in Queensland schools for EDC4000. All other teacher registration and employment applications are the student's responsibility and application information is found on each organisation's website.

Workplace Health and Safety

Sites should have a Risk Management Policy and a Workplace Health and Safety Policy. It is your responsibility to familiarise yourself with these policies, particularly the Fire and Emergency Evacuation Procedures. Further information on workplace health and safety, and the national model regulations, is available from www.worksafe.qld.gov.au.

The SONIA result and other reports

USQ results and grades for each course cannot be finalised until the SONIA result is submitted for pass or fail after the specified number of days via the website <http://sonia3.usq.edu.au/Sonia>. The online SONIA result should be completed by the Site Coordinator or Mentor Teacher within five (5) days after the USQ student has attended the Professional Experience. However, it is more reassuring when the SONIA result is finalised on the last day and the Preservice Educator is informed of the successful conclusion of the Professional Experience as they leave the site.

Some employment applications might require evidence of performance on Professional Experience through written feedback from their Mentor. A student might request their Mentor to complete the USQ Professional Experience Report on their performance during the placement as a professional reference. Please note that a Mentor teacher has agreed to supervise a student for the placement, but USQ cannot compel the Mentor to provide written reports on their performance.

Students are encouraged to collect evidence of their Professional Experience throughout their program to support their applications for employment. Mentor feedback, referee reports and professional references are the students' property. It is the students' responsibility to collect and manage documents, which they can add to their resume for presentation at employment interviews. Students and schools do not send any written feedback to the Professional Experience Office at USQ. However, documentation may be used in future courses for assessment, your resume and your employment interview. It is recommended that you keep a digital copy in your portfolio.

Students who intend to seek employment in a Queensland state school are encouraged to request their Mentor to complete the USQ Professional Experience Report at the conclusion of each placement and two DET Referee Statements and two DET Professional Experience/Internship Overviews for their professional folio. All employment applications are the student's responsibility and Mentor feedback reports are not required by USQ. The USQ Weekly Feedback form, the USQ Professional Experience Report, examples of the DET Referee Statement and the DET Professional Experience/Internship Overview, are included in The Professional Experience Booklets as a courtesy. However, students should consult the prospective employer's website for specific information about the employment application process for current information and electronic versions of their forms.

Professional Experience is a learning environment and it is the students' responsibility to reflect on how it has contributed to their development as a teacher. The result for Professional Experience is a hurdle to pass the course but it is not used as a grading tool. Any written Professional Experience documents are the students' property and it is up to the student to decide which material could be presented at an interview for employment.

Mentor reports or written feedback are not required by USQ. Do not send any feedback to the USQ Professional Experience Office.



WEEKLY PROFESSIONAL EXPERIENCE FEEDBACK FORM

This form is provided for **STUDENT FEEDBACK ONLY - DO NOT SEND TO USQ**
This is **NOT** a tool used for the grading of results for the course at University

USQ Student Name:	
USQ Course Number/Name:	

School/Site:	
Site Coordinator/Mentor:	

USQ student and Mentor to discuss and complete on **Day 5** of the placement and at the end of each week

Professional Knowledge	
USQ Student Self Evaluation:	Mentor Feedback and Evaluation:

Professional Practice	
USQ Student Self Evaluation:	Mentor Feedback and Evaluation:

Professional Engagement	
USQ Student Self Evaluation:	Mentor Feedback and Evaluation:

Agreed focus areas for the following week:

Does the Preservice Educator's performance require additional guidance from the Site Coordinator and/or USQ Liaison?
If so, the Preservice Educator must be placed At Risk.

No, extra guidance is not required

Yes, extra guidance is required and the site must complete and return the signed At Risk form to USQ.
When the At Risk form is received, USQ will activate an A TEAM contract for an additional 5 hours of liaison intervention to support the most appropriate outcome for this placement

PROFESSIONAL EXPERIENCE REPORT

Do not send this form to USQ.
 This form is not a grading tool used by the university.
 All Mentor feedback reports are the property of the Preservice Teacher.

Preservice Teachers may find this Professional Experience Report useful as part of their folio for employment. This report would usually be completed at the end of a Professional Experience placement by a supervising or Mentor teacher who is able to comment about the Preservice Teacher's demonstration of the AITSL National Professional Standards for Teachers at the Graduate Standard. Information about the AITSL National Professional Standards for Teachers is available from <http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers>.

USQ Preservice Teacher		Mentor Details	
USQ Student Name		Mentor Name	
USQ Course Number/Name		Qualifications	
USQ Program/Specialisation		Site Name	
Placement Year Level/Teaching Area		Telephone	
Number of Days/Placement Dates	days / / to / /	Email	

This is a true and accurate indication of the Preservice Teacher's demonstration of the AITSL National Professional Standards for Teachers

AITSL National Professional Standards for Teachers		Comments
Professional Knowledge	Standard 1: Know students and how they learn 1.1 Physical, social and intellectual development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability	
	Standard 2: Know the content and how to teach it 2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australian 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT)	

Professional Practice	Standard 3: Plan for and implement effective teaching and learning 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 3.7 Engage parents/carers in the educative process	
	Standard 4: Create and maintain supportive and safe learning environments 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically	
	Standard 5: Assess, provide feedback and report on student learning 5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement	
Professional Engagement	Standard 6: Engage in professional learning 6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student learning	
	Standard 7: Engage professionally with colleagues, parents/carers and the community 7.1 Meet professional ethics and responsibilities 7.2 Comply with legislative, administrative and organisational requirements 7.3 Engage with the parents/carers 7.4 Engage with professional teaching networks and broader communities	
USQ Student Comment:		Mentor Comment:
USQ Student Signature	Date: / /	Mentor Signature
		Date: / /

DO NOT SEND THIS FORM TO USQ

Electronic copies of this form are available from www.teach.qld.gov.au



Referee Statement

Applicants for employment as a teacher in a Queensland state school are required to include two (2) Referee Statements in their Professional Folio. This statement must be completed by professional referees who are able to comment on the applicant's demonstration of the *Professional Standards for Queensland Teachers*.

Information about the statement is available from <http://education.qld.gov.au/hr/recruitment/teaching/index.html>

Applicant's name		
University Name (<i>Graduates only</i>)		
<i>Please provide honest and explicit comments about how the applicant has demonstrated the Professional Standards for Queensland Teachers.</i>		
Professional Standards Clusters		Comments
Teaching and Learning <ul style="list-style-type: none"> • Design and implement: <ul style="list-style-type: none"> ○ engaging and flexible learning experiences ○ learning experiences that develop language, literacy and numeracy ○ intellectually challenging learning experiences ○ experiences that value diversity • Assess and report constructively on student learning 		
Building Relationships <ul style="list-style-type: none"> • Support personal development and participation in society • Create and maintain safe and supportive learning environments • Foster positive and productive relationships with families and the community • Contribute effectively to professional teams 		
Reflective Practice <ul style="list-style-type: none"> • Commit to reflective practice and professional renewal 		
Referee Details - Referees may be contacted by the interview panel.		
Name		
Position		
School/Organisation		
Relationship to Applicant		
Telephone	Work	Other
Email		
Signature		Date

DO NOT SEND THIS FORM TO USQ

Electronic copies of this form are available from www.teach.qld.gov.au

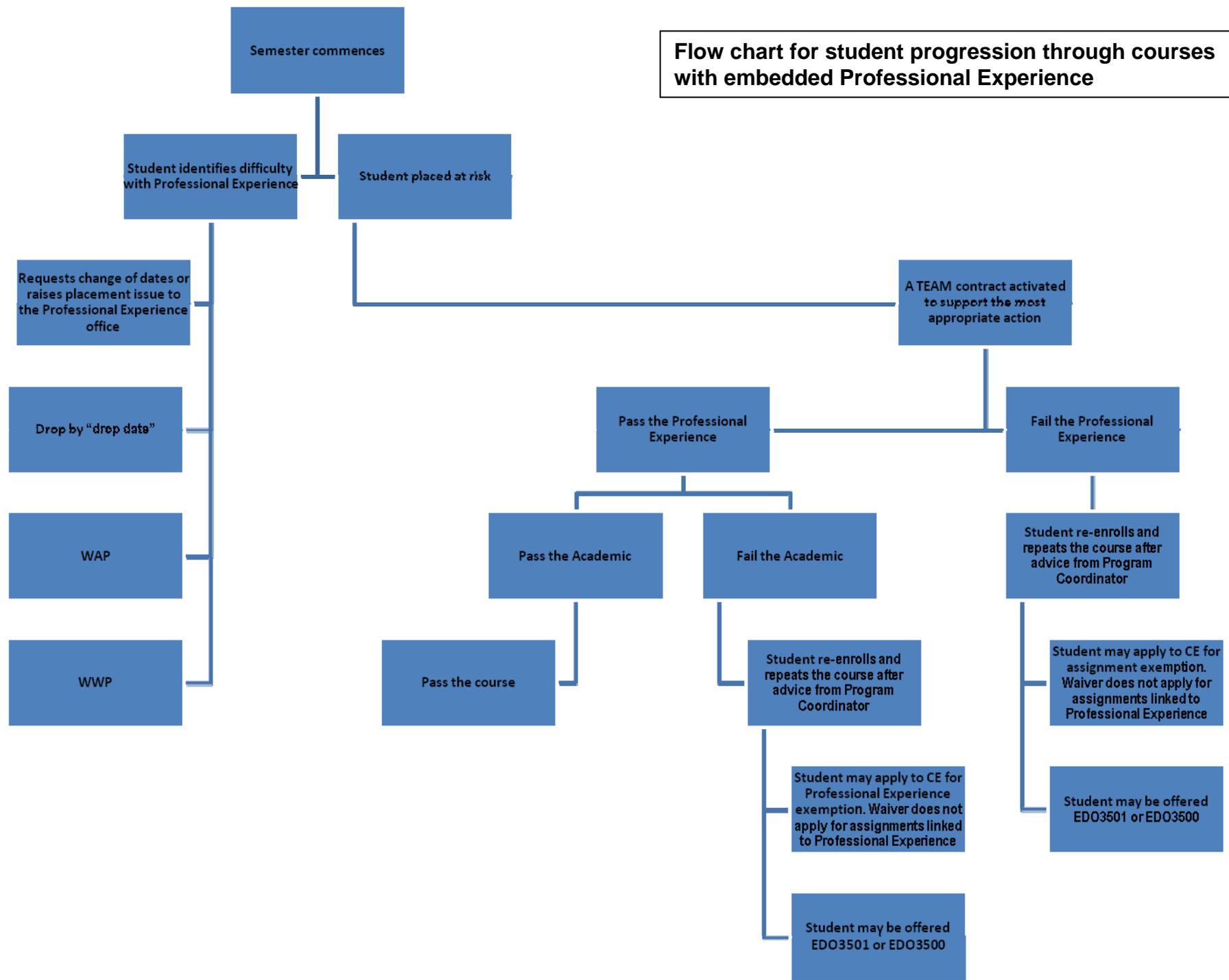


DET Professional Experience/Internship Overview

Preservice teachers who are applying for employment as a teacher in a Queensland state school are required to include the Professional Experience/Internship Overview in their Professional Folio. This report must be completed by Supervising or Mentor Teachers who are able to comment about the preservice teacher's demonstration of the *Professional Standards for Queensland Teachers*. Information about how to complete the form is provided in the *Information for Supervising and Mentor Teachers* document. Additional information about the preservice teacher can be provided through the *Referee Statement*.

Applicant Details		Supervising/Mentor Teacher Details <i>Teachers may be contacted by the interview panel.</i>					
Preservice Teacher's Name		Name					
University Name		School Name					
Professional Experience Dates		Telephone					
Year Level/Curriculum Area		Email					
Professional Standards for Queensland Teachers		Demonstration					
The <i>Professional Standards for Queensland Teachers</i> , developed by the Queensland College of Teachers describe the abilities, knowledge, understandings and professional values that teachers in Queensland schools demonstrate. Please provide an honest and explicit indication about the preservice teacher's demonstration of the <i>Professional Standards for Queensland Teachers</i> , commensurate with preservice teachers at the same stage of development.		Outstanding	Very confident	Confident	Has begun to demonstrate	Not demonstrated	No opportunity to demonstrate
Teaching and Learning							
Design and implement engaging and flexible learning experiences for individuals and groups							
Design and implement learning experiences that develop language, literacy and numeracy							
Design and implement intellectually challenging learning experiences							
Design and implement learning experiences that value diversity							
Assess and report constructively on student learning							
Building Relationships							
Support personal development and participation in society							
Create and maintain safe and supportive learning environments							
Foster positive and productive relationships with families and the community							
Contribute effectively to professional teams							
Reflective Practice							
Commit to reflective practice and ongoing professional renewal							
Mentor/Supervisors Signature - This is a true and accurate indication of the preservice teacher's demonstration of the <i>Professional Standards for Queensland Teachers</i>.		Signature				Date	

Flow chart for student progression through courses with embedded Professional Experience



More information about the At Risk Process

The At Risk process involves the following.

- Early notification is essential and the At Risk process should be initiated when providing weekly feedback so that the student has an opportunity to make improvements and the A TEAM Liaison can be activated.
- Through regular written feedback, the Mentor will notify the Preservice Educator of any concerns about performance by Day 5 or after the 5 days of teaching.
- The Mentor, Site Coordinator and Preservice Educator will be supported by the USQ Liaison to formally document the areas of weaknesses on the At Risk form.
- The Mentor/Site Coordinator will complete the At Risk form and ensure that the Professional Experience Office, the Preservice Educator and the Site each retain a copy of the form .
- Mentors should keep copies of all written feedback provided to the Preservice Educator as evidence of attempts to resolve the concerns.
- Specific assistance and guidance will be made available to the Preservice Educator at risk by a person from the **A TEAM** who will also work with the Mentor, Site Coordinator and the Academic Professional Experience Coordinator/Course Examiner.
- The main purpose of the At Risk form is to provide consistent information and to reinforce the message: a pass or fail is up to the student, e.g. did they meet the requirements of the placement in the specified number of days? The student's result for Professional Experience is dependant on their level of competency and is strictly pass or fail within the required number of days, with no additional time. Disruptions to the school routine, camps, changes to Mentors, public holidays, NAPLAN are an inevitable part of the experience. Students must meet these challenges as they are normal events in the course of the placement.
- Preservice Educators at risk may be provided with opportunities to observe others' teaching and learning environments and to have their own teaching and learning processes observed, and to engage in discussion and reflection on these observations with assistance by the **A TEAM Liaison** in consultation with the Course Examiner.
- The outcome of the At Risk process will be pass or fail for the requirements of Professional Experience in the specified number of days.
 - A student will be awarded a pass for the SONIA result when they have made improvements in the identified areas and met the requirements of the Professional Experience in the required number of days; or
 - A student will be awarded a fail for the SONIA result when they have not met the requirements for the placement because the student has not demonstrated adequate improvement. Other reasons for a fail occur when the student does not attend the required number of days and withdraws, or when the site concludes the experience by withdrawing the offer of a place. In the event of a fail, the student is encouraged to end the placement as professionally as possible e.g. return all keys, resources, teaching materials and thank the Mentor/school staff. The site should enter the SONIA completion record for a fail and the actual number of days that were attended. The site should return the payment claim forms and they can claim for the full number of days. The A TEAM Liaison may assist the conclusion of the placement and allow the student to exit as gracefully as possible and thank the site for their support.

Failing Professional Experience

A consistent approach is maintained to manage progression after a student has failed either the practical or the academic requirements in courses with an embedded Professional Experience.

After having gone through the due process to reach a fail decision for either the practical or the academic components of a course, the fail represents a hurdle which will result in a failing grade for the course.

Whatever the reason for the failing grade for a course, the default position will be that the student must re-enrol and repeat the course.

When a student has failed the **Professional Experience**, the student will:

- Confirm the failing grade with the Course Examiner ;
- Seek enrolment advice from the Program Coordinator;
- Re-enrol in the next offer of the failed course;
- Repeat the Professional Experience and attend the required number of days in full.

When the assessment items are the same in the subsequent offer of the course, the student may apply to the Course Examiner for exemptions for the assessment items that have been completed successfully. However, an exemption is not always in the students' best interest. The student is entitled to repeat the tasks and to submit the assessment items in order to achieve a higher grade.

When a student has failed the **academic components** (but passed the Professional Experience), the student will:

- Confirm the failing grade with the Course Examiner;
- Seek enrolment advice from the Program Coordinator;
- Re-enroll in the next offer of the failed course;
- Repeat the Professional Experience and attend the required number of days in full.

The student may apply to the Course Examiner to waive attendance in the Professional Experience block because the Professional Experience days have been completed successfully. However, the student is encouraged to repeat the Professional Experience in order to fully benefit from the learning experience as a result of failing and repeating a course.

When an assessment item is directly linked to the Professional Experience, no exemption for the Professional Experience will be granted. The Professional Experience days and the assignment will both be repeated.

The student is required to successfully complete the course assessment in order to achieve a pass overall. However, the student may apply to the Course Examiner for credit when a similar assignment has previously been completed successfully. However, the student is encouraged to repeat the assignments in order to achieve a better grade for the course.

When an exemption is granted for the Professional Experience, the Course Examiner will notify the Professional Experience Office so that a note will be placed in SONIA that a placement is not required.

PROFESSIONAL EXPERIENCE AT RISK FORM

The At Risk process should ideally be initiated by Day 5 or immediately when concerns are raised. This USQ student has been placed At Risk of not meeting the requirements for this Professional Experience as identified in The Professional Experience Booklet for this course.

Student Name:	
Course Number:	
Course Name:	

School/Site:	
Site Coordinator/Mentor:	
Contact Details:	

The following statement outlines the professional standards in which significant progress is required for success in this Professional Experience (attach a separate page if necessary).

Professional Knowledge	
Professional Practice	
Professional Engagement	

Site Coordinator/Mentor signature	.../.../...
Student signature	.../.../...

After signing, keep a copy for the site, give a copy to the student and send this form to the Toowoomba Professional Experience Office in order for USQ to provide additional support through an A TEAM contract for an additional 5 hours of liaison

Professional Experience Faculty of Education University of Southern Queensland Toowoomba Qld 4350 Phone: 07 4631 2359 Fax: 07 4631 2598 Email: professional.experience@usq.edu.au	USQ Liaison Name: Are you available to accept the A TEAM contract (for a maximum of 5 hours)? Yes / No (circle one choice) If no, Recommendation for A TEAM Liaison: USQ Professional Experience Office action .../.../...
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Faculty of Education
Bachelor of Education
INTERNSHIP AGREEMENT

THIS AGREEMENT is made as of 18 July 2011

BETWEEN: THE UNIVERSITY OF SOUTHERN QUEENSLAND acting through the Faculty of Education, Toowoomba, 4350 (—USQ ||)

AND: THE STATE OF QUEENSLAND acting through The Department of Education and Training, 30 Mary Street, Brisbane, 4000 (—Department ||)

AND: THE CORPORATION OF THE ROMAN CATHOLIC DIOCESE OF TOOWOOMBA – c/- Toowoomba Catholic Education Office, 73 Margaret Street, Toowoomba, 4350 (—CEO ||)

AND: QUEENSLAND TEACHERS' UNION, 21 Graham Street, Milton, 4064 (—QTU ||)

AND: QUEENSLAND INDEPENDENT EDUCATION UNION – 346 Turbot Street, Spring Hill, 4000 (—QIEU ||)

AND: QUEENSLAND COLLEGE OF TEACHERS – 39 Sherwood Road, Toowong, 4066 (—QCT ||)

(All of the above collectively —the Parties || and individually —a Party ||)

RECITALS

A. USQ wishes to introduce the Bachelor of Education (BEDU) Internship Program to provide pre-service teachers with the opportunity to accept responsibility for the professional competence expected of a beginning teacher in all repertoires of teaching practice.

B. QTU, CEO, QIEU, QCT and the Department have agreed to support the Internship Program.

C. The Parties have agreed to collaborate to develop appropriate support structures and Mentoring programs for Interns, while ensuring that student welfare remains of paramount importance.

AGREEMENTS

1. Definitions

In this agreement—

“**BEDU**” means Bachelor of Education.

“**Confidential Information**” means confidential information (in any form) that USQ discloses to a Program Participant or a Program Participant discloses to USQ. Information is not confidential if it is:

(i) publicly available;

(ii) rightfully known by a Program Participant before disclosure to USQ or by USQ before disclosure to a Program Participant; or

(iii) independently created by USQ or a Program Participant without access to the other’s confidential information.

“**Intern**” means a USQ Bachelor of Education student who has successfully completed 80 days of supervised Professional Experience and necessary academic studies, has demonstrated effective teaching competence, and has been granted internship authorisation by the QCT.

“**Internship Program**” means a school-based professional development program developed for Interns of 20 days’ duration, completed either on a full-time (5 days per week) or part-time (minimum 3 days per week) basis over a 4–7 week period as agreed between a host school and USQ. All BPMU students are required to complete the Internship Program. Internship Programs will be negotiated between USQ staff, schools and Interns and will involve professional development for both Intern and participating school staff. The Internship Program should allow the intern to work without direct supervision for up to 50% of a full-time teacher’s classroom workload allocation. The remaining 50% requires the intern to undertake secondary duties under the direct supervision of the Mentor (e.g. implementing activities planned by the Mentor, assisting with small groups or individuals) and must include a negotiated period of ‘non contact time’. The Internship Program may involve an Intern working with one or more Mentors, under the broad guidance of the school’s coordinator of pre-service teacher learning.

“**Mentors**” meaning experienced registered teachers who work with an Intern while continuing to exercise accountability for their classes’ curriculum and assessment programs. Mentors participate in the program on a voluntary basis. An Intern may be allocated a single Mentor or may work as part of a team of teachers who share the Mentoring role.

School Principal || means the principal of a school where the Internship Program is being conducted.

“**School Coordinator**” means the school’s principal or nominee (where nominee shall be an experienced registered teacher who is a senior member of staff at the host school) who works with the Intern and Mentor/s to structure and guide the operation of the program and the work of the Intern in the school.

“**Program Participants**” means the Department, CEO and independent schools who have agreed to host an Intern and —Program Participant || means one of them.

“**Personal Information**” means information or an opinion (information or an opinion forming part of a database) whether true or not and whether recorded in a material form or not, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion.

“Debriefing Session” means a communication by telephone or email between the USQ BEDU Coordinator, School Coordinators, Mentors and Interns to clarify roles and responsibilities, provide support to Program Participants, assist in working through issues of concern and share ideas for improving the Internship Program.

2. Term

Notwithstanding the date of signature by any party to this Agreement it commences on 18 July 2011 and unless terminated under clause 16 will continue until 17 July 2016.

3. Objectives

The objectives of the Internship Program are—

- i. to facilitate a supported transition from pre-service teacher preparation into the teaching profession;
- ii. to provide opportunities for Interns to experience all facets of teachers’ work;
- iii. to increase the opportunities for Interns to be involved in progressively more autonomous educational decision-making;
- iv. to enhance the Intern’s ability to reflect on issues of professional practice;
- v. to further develop requisite skills and knowledge for teaching;
- vi. to foster collaboration between the parties; and
- vii. to enhance the professional growth of all Program Participants.

4. USQ’s obligations

4.1 USQ must provide a copy of this Agreement to all School Coordinators and Interns.

4.2 USQ must obtain the appropriate written authorisation from the QCT for each Intern before final assignment as an intern within a school. If requested, USQ must provide a copy of the authorisation to a Program Participant.

4.3 USQ must develop and conduct programs to prepare Interns, School Coordinators and Mentors for participation in the Internship Program.

4.4 USQ must assist and support Interns, Mentors and School Coordinators in relation to their respective professional development needs arising from the Internship Program.

4.5 USQ must complete an appraisal of each Intern completing the Internship Program. Interns, at their discretion may make available copies of the appraisal to Program Participants in compliance with all relevant privacy laws and regulations.

4.6 During the operation of the Internship Program, USQ must conduct Debriefing Sessions for all Interns, Mentors, School Co-coordinators and USQ staff.

4.7 USQ must ensure that under the Internship Program, an Intern will—

- (a) prepare a plan for the Internship Program in collaboration with the School Coordinator and Mentor/s;
- (b) negotiate with the School Coordinator and Mentor/s a teaching program including a teaching component up to 50 percent of a full time teacher’s loading and a non-teaching component.
- (c) prepare for teaching in collaboration with school personnel;

- (d) plan and use selected teaching and/or curriculum approaches relevant to his/her own professional growth and learning;
- (e) participate in the full range of school and co-curricular activities over the period of the Internship Program; and
- (f) complete all other requirements of the USQ course EDC4000 Professional Placement and Portfolio.

4.8 USQ will provide copies of the items listed in clause 4.7(a), (c) and (d) to all relevant School Principals.

4.9 In collaboration with the relevant School Principal and Coordinator, USQ must ensure that Interns obey any lawful directions, rules or procedures of the Program Participant.

4.10 USQ warrants that Interns have demonstrated the competence to commence participation in the Internship Program.

4.11 USQ is responsible for ensuring that each Intern is aware that they must hold a valid Blue Card issued under the *Commission for Children and Young People and Child Guardian Act 2000* at the commencement of their Internship.

4.12 USQ must, as soon as reasonably possible, notify the relevant School Principal of the school where the Intern is carrying out their Internship, if they become aware that the Intern has had their Blue Card cancelled or revoked under the *Commission for Children and Young People and Child Guardian Act 2000*.

5. Principals' authority

School Principals and/or their nominees will:

- (a) Agree to host an Intern if—
 - (i) USQ has advised of the authorization from QCT; and
 - (ii) the Intern has demonstrated the appropriate level of competence as indicated by a satisfactory grade for the professional attachments linked to:

All specialisations	EDC1400 and EDC3100,
Early Childhood	EDE2101, EDE2010 and EDE4103
Primary	EDP2111, EDP2222, EDP3333, and EDP4130
Special Education:	SPE3001
Sport, Health & Physical Education - Primary	EDP2111, EDP3333, EDP4130 and EDH2254
Sport, Health & Physical Education – Secondary	EDS2401, EDS4401, and EDH2254

Faculty of Education
GRADUATE DIPLOMA in LEARNING and TEACHING
GRADUATE INTERNSHIP AGREEMENT

THIS AGREEMENT is made as of 18 July 2011

BETWEEN: THE UNIVERSITY OF SOUTHERN QUEENSLAND acting through the Faculty of Education, Toowoomba, 4350 (—USQ ||)

AND: THE STATE OF QUEENSLAND acting through Department of Education and Training, 30 Mary Street, Brisbane, 4000 (—Department ||)

AND: THE CORPORATION OF THE ROMAN CATHOLIC DIOCESE OF TOOWOOMBA – c/- Toowoomba Catholic Education Office, 73 Margaret Street, Toowoomba, 4350 (—CEO ||)

AND: QUEENSLAND TEACHERS' UNION, 21 Graham Street, Milton, 4064 (—QTU ||)

AND: QUEENSLAND INDEPENDENT EDUCATION UNION – 346 Turbot Street, Spring Hill, 4000 (—QIEU ||)

AND: QUEENSLAND COLLEGE OF TEACHERS – 39 Sherwood Road, Toowong, 4066 (—QCT ||)

RECITALS

A. USQ wishes to introduce the Graduate Internship Program to provide graduate entry pre-service teachers with the opportunity to accept greater responsibilities than those currently available in practicum experiences in the programs replaced by the Graduate Diploma in Learning and Teaching.

B. Queensland Teachers' Union (QTU), The Corporation of The Roman Catholic Diocese of Toowoomba (CEO), Queensland Independent Education Union (QIEU), Department of Education, Training and the Arts (Department) and the Queensland College of Teachers (QCT) have agreed to support the Graduate Internship Program.

C. The Parties have agreed to collaborate to develop appropriate support structures and Mentoring programs for Graduate Interns, while ensuring that student welfare remains of paramount importance.

AGREEMENTS

1. Definitions

In this agreement—

"Confidential Information" means confidential information (in any form) that USQ discloses to a Program Participant or a Program Participant discloses to USQ. Information is not confidential if it is:

- (i) publicly available;
- (ii) rightfully known by a Program Participant before disclosure to USQ or by USQ before disclosure to a Program Participant; or
- (iii) independently created by USQ or a Program Participant without access to the other's confidential information.

"Graduate Intern" means a USQ Graduate Diploma in Teaching & Learning student who has successfully completed 55 days of supervised Professional Experience and necessary academic studies, has demonstrated effective teaching competence, and has been granted internship authorisation by the QCT.

"Graduate Internship Program" ("the program") means a school-based professional development program developed for Graduate Interns of 20 days' duration, completed either full-time (5 days per week) or part-time (minimum of 3 days per week) over a 4–7 week period as agreed between the host school and USQ. GDTL students in each of the Primary, Middle, and Secondary specializations will complete the Graduate Internship Program. Graduate Internship Programs will be negotiated between USQ staff, schools and Interns and will involve professional development for both Intern and participating school staff. The Internship Program should allow the intern to work without direct supervision for up to 50% of a full-time teacher's classroom workload allocation. The remaining 50% requires the intern to undertake secondary duties under the direct supervision of the Mentor (e.g. implementing activities planned by the Mentor, assisting with small groups or individuals) and must include a negotiated period of _non contact time'. The program may involve a graduate intern working with one or more Mentors, under the broad guidance of the school's coordinator of pre-service teacher learning.

"Mentors" meaning experienced registered teachers who work with the Graduate Intern while continuing to exercise accountability for their classes' curriculum and assessment programs. Mentors participate in the program on a voluntary basis. A Graduate Intern may be allocated a single Mentor or may work as part of a team of teachers who share the Mentoring role.

School Principal || means the principal of a school where the Graduate Internship Program is being conducted.

"School Coordinator" means the school's principal or nominee: an experienced registered teacher who is a senior member of staff at the host school and who works with the Graduate Intern and Mentor/s to structure and guide the operation of the program and the work of the Graduate Intern in the school.

"Program Participants" means The Department of Education and Training, Catholic Education Office and independent schools who have agreed to host a Graduate Intern and —Program Participant || means one of them.

Personal Information” means information or an opinion (information or an opinion forming part of a database) whether true or not and whether recorded in a material form or not, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion.

“Debriefing Session” means a meeting between the USQ Graduate Diploma Coordinator, School Coordinators, Mentors and Graduate Interns to clarify roles and responsibilities, provide support to participants, assist in working through issues of concern and share ideas for improving the Graduate Internship Program.

2. Term

Notwithstanding the date of signature by any party to this Agreement, it commences on 18 July 2011 and continues until 17 July 2016 unless terminated under clause 16.

3. Objectives

The objectives of the Graduate Internship Program are—

- i. to facilitate a supported transition from pre-service teacher preparation into the teaching profession;
- ii. to provide opportunities for graduate interns to experience all facets of teachers’ work;
- iii. to increase the opportunities for Graduate Interns to be involved in progressively more autonomous educational decision-making;
- iv. to enhance the Graduate Intern’s ability to reflect on issues of professional practice;
- v. to further develop requisite skills and knowledge for teaching;
- vi. to foster collaboration between the parties; and
- vii. to enhance the professional growth of all Program Participants.

4. USQ’s obligations

4.1 USQ must provide a copy of this agreement to all participating School Coordinators and Graduate Interns.

4.2 USQ must obtain the appropriate written authorisation from the QCT for each Graduate Intern before final assignment as a graduate intern within a school. If requested, USQ must provide a copy of the authorisation to a Program Participant.

4.3 USQ must develop and conduct programs to prepare Graduate Interns, School Coordinators and Mentors for participation in the Graduate Internship Program.

4.4 USQ must assist and support Graduate Interns, Mentors and School Coordinators in relation to their respective professional development needs arising from the Graduate Internship Program.

4.5 USQ must complete an appraisal of each Graduate Intern completing the Internship Program. Graduate interns, at their discretion may make available copies of the appraisal to program participants in compliance with all relevant privacy laws and regulations.

4.6 During the operation of the Graduate Internship Program, USQ must conduct Debriefing Sessions for all Graduate Interns, Mentors, School Co-coordinators and USQ staff.

4.7 USQ must ensure that under the Graduate Internship Program, a Graduate Intern will—

- (a) prepare a plan for the Graduate Internship Program in collaboration with the School Coordinator and Mentor/s;
- (b) negotiate with the School Coordinator and Mentor/s a teaching program of up to 50% face-to-face teaching of assigned classes;

(c) prepare teaching and related programs in collaboration with school personnel;

(d) plan and use selected teaching and/or curriculum approaches relevant to his/her own professional growth and the students' learning;

(e) participate in the full range of school and co-curricular activities over the period of the internship; and

(f) complete all other requirements of the USQ course EDC4000 Professional Placement and Portfolio.

4.8 USQ will provide copies of the items listed in clause 4.7(a), (c) and (d) to all relevant School Principals.

4.9 In collaboration with the School Principal and Coordinator, USQ must ensure that Graduate Interns obey any lawful directions, rules or procedures of the Program Participant.

4.10 USQ warrants that Graduate Interns have demonstrated the competence to commence participation in the Graduate Internship Program.

4.11 USQ is responsible for ensuring that each Intern is aware that they must hold a valid Blue Card issued under the *Commission for Children and Young People and Child Guardian Act 2000* at the commencement of their Internship.

4.12 USQ must, as soon as reasonably possible, notify the Relevant School Principal of the school where the Intern is carrying out their internship, if they become aware that the Intern has had their Blue Card cancelled or revoked under the *Commission for Children and Young People and Child Guardian Act 2000*.

5. Principals' authority

School Principals and/or their nominees will:

(a) Agree to host a GDTL student as a Graduate Intern if—

(i) USQ has advised of the authorization from QCT; and

(ii) the Graduate Intern has demonstrated the appropriate level of competence as indicated by a satisfactory grade for the Professional Experience linked to the following courses and relevant specialisations:

All	EDG2000 and EDG3000
Primary	EDG2001
Middle	EDG2001
Secondary	EDS2401