Important contacts

Professional Experience website
www.usq.edu.au/education/professional-experience

Current Student Professional Experience
Enquiries
Email: BELA.placements@usq.edu.au

USQ Professional Experience
Faculty of Business, Education, Law and Arts
University of Southern Queensland
Toowoomba QLD 4350
Phone: 07 4631 2359
Email: professional.experience@usq.edu.au

Working with Children Check – Blue Card

Blue Card Services requires that all adults working or undertaking Professional Experience with children under the age of 18 are required to possess a current suitability card (Blue Card for Queensland). A preservice educator cannot commence any Professional Experience with USQ until they have registered their current Blue Card with the Professional Experience Office.

Blue Card Contact Centre: 1800 113 611
www.bluecard.qld.gov.au

Professionalism – QCT and AITSL

As visitors to educational settings and as learning members of the profession, Faculty of Business, Education, Law and Arts preservice educators are expected to demonstrate professionalism in all aspects of their approach to Professional Experience.

Information about the Queensland College of Teachers is available from: www.qct.edu.au

All preservice educators are expected to dress and conduct themselves in a manner that will enhance the reputation of USQ and reflect the Australian Professional Standards for Teachers.

Information about the Australian Professional Standards for Teachers is available from the Australian Institute for Teaching and School Leadership: www.aitsl.edu.au
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EDUCATION

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**Notes:**
- *The total number of days must be attended in full, and will require a make up day (which is usually added to the end of the placement unless indicated otherwise) for any missed day due to any absence, illness, public holidays and show days etc.*
- *x* = compulsory professional experience days that must be attended before the block placement and are counted as supervised days
- *o* = observation days that contribute to the EPP1100 placement
- Lead = individual lead in days before the block placement

Last updated January 10, 2018


## Professional Experience Calendar – 2018

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### Week Beginning: Semester 3, 2018

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<tr>
<td><em>Primary</em></td>
<td>3rd yr</td>
<td>EPP3100*</td>
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</tbody>
</table>

### QLD State School Holidays

- 19 Nov
- 26 Nov
- 3 Dec
- 10 Dec
- 17 Dec
- 24 Dec
- 31 Dec
- 7 Jan
- 14 Jan
- 21 Jan
- 28 Jan
- 4 Feb
- 11 Feb
- 18 Feb
- 25 Feb

*The total number of days must be attended in full, and will require a make up day (which is usually added to the end of the placement unless indicated otherwise) for any missed day due to any absence, illness, public holidays and show days etc.

x = compulsory professional experience days that must be attended before the block placement and are counted as supervised days

o = observation days that contribute to the EPP1100 placement

Lead = individual lead in days before the block placement

Last updated January 10, 2018
## Undergraduate Professional Experience Matrix (as at 10 November 2017)

The Bachelor of Education (BEDU) is a 3 year qualification that is accredited with ACECQA. The BEDU is available in the Bachelor of Education stream and allows students to be eligible to apply for teacher registration with relevant teaching authorities. The Early Childhood specialisation is accredited with both QCT and ACECQA. The BECH is a 3 year qualification that is accredited with ACECQA.

The Bachelor sequence of courses with embedded professional experience is shown vertically by specialisation. EDV3500 is available in undergraduate programs and requires the delivery and assessment of nationally recognised VET and is equivalent to a Certificate IV in Training and Assessment.

EDC4000 occurs in the final semester of the BEDU and cannot be undertaken unless all mandatory courses are completed or in progress.

At USQ, professional experience is a requirement for a course and the specified number of days are stated in the course specification e.g. 20 days. The placement is an assessable item which is composed of both contextual, academic and practical components. Some placements may be structured with individual days, blocks of up to 5 weeks, or single day visits that lead in to a block placement. Lead days are non-assessable contextual days that are attended prior to a block of assessable practice under the supervision of the mentor teacher.

### Bachelor Programs (BEDU and BECH)

#### Early Childhood

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Days</th>
<th>Block</th>
<th>Site</th>
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</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>EDE2100</td>
<td>Early Childhood Practice</td>
<td>10 days</td>
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<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPP1100</td>
<td>Observation Practice</td>
<td>10 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Year</td>
<td>EDE3100</td>
<td>Early Childhood Practice</td>
<td>15 days</td>
<td>3 week block</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPP2110</td>
<td>Observation Practice</td>
<td>10 days</td>
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<td>A</td>
<td></td>
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<tr>
<td>3rd Year</td>
<td>EDE4100</td>
<td>Early Childhood Practice</td>
<td>15 days</td>
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#### Primary

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
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<th>Type</th>
<th>Days</th>
<th>Block</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>EEP1100</td>
<td>Primary Practice</td>
<td>10 days</td>
<td>2 week block</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPP1100</td>
<td>Observation Practice</td>
<td>10 days</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2nd Year</td>
<td>EDP1100</td>
<td>Primary Practice</td>
<td>10 days</td>
<td>2 week block</td>
<td>A</td>
<td></td>
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<tr>
<td></td>
<td>EPP2110</td>
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</tr>
<tr>
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<td>EEP3100</td>
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#### Special Education

<table>
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<th>Type</th>
<th>Days</th>
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<tbody>
<tr>
<td>1st Year</td>
<td>ESP1100</td>
<td>Special Education Practice</td>
<td>10 days</td>
<td>2 week block</td>
<td>A</td>
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<td></td>
<td>EPP1100</td>
<td>Observation Practice</td>
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<tr>
<td>2nd Year</td>
<td>ESP2100</td>
<td>Special Education Practice</td>
<td>10 days</td>
<td>2 week block</td>
<td>A</td>
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<tr>
<td></td>
<td>EPP2110</td>
<td>Observation Practice</td>
<td>10 days</td>
<td>2 week block</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>3rd Year</td>
<td>ESP3100</td>
<td>Special Education Practice</td>
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### Secondary

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<th>Type</th>
<th>Days</th>
<th>Block</th>
<th>Site</th>
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</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>ESP1100</td>
<td>Secondary Education Practice</td>
<td>10 days</td>
<td>2 week block</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPP1100</td>
<td>Observation Practice</td>
<td>10 days</td>
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<td>ESP2100</td>
<td>Secondary Education Practice</td>
<td>10 days</td>
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<td>EPP2110</td>
<td>Observation Practice</td>
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<td>3rd Year</td>
<td>ESP3100</td>
<td>Secondary Education Practice</td>
<td>10 days</td>
<td>3 week block</td>
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At USQ, professional experience is a requirement for a course and the specified number of days are stated in the course specification e.g. 20 days. The placement is an assessable item which is composed of both contextual, academic and practical components. Some placements may be structured with individual days, blocks of up to 5 weeks, or single day visits that lead in to a block placement. Lead days are non-assessable contextual days that are attended prior to a block of assessable practice under the supervision of the mentor teacher.
**GDTL (Secondary) and GDTO**

The GDTL allows graduates to be eligible to apply for teacher registration with relevant teaching authorities. The GDTO is not accredited with QCT. The GDTL/GDTO sequence of courses with embedded professional experience is shown horizontally from left to right. Secondary students require placement in two teaching areas and at least 2 different sites throughout their program. EDM8004 occurs in the final semester of study and cannot be undertaken unless all mandatory courses are completed or in progress.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Notes</th>
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<tbody>
<tr>
<td>GDTL (Secondary)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EDG5000</td>
<td>Designing for Learning</td>
<td>15 days</td>
<td>NOT AVAILABLE IN 2018</td>
</tr>
<tr>
<td>EDS2401</td>
<td>Middle Phase Curriculum and Pedagogy</td>
<td>15 days</td>
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<td>EDG3000</td>
<td>Designing for Diversity</td>
<td>25 days</td>
<td>At a new site with a different mentor</td>
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<tr>
<td>EDM8004</td>
<td>Teacher Identity</td>
<td>20 days</td>
<td>Students choose their final placement</td>
</tr>
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</table>

**EDM8004**

This is a culminating experience that requires QCT internship authorisation in Queensland schools.

**MOLT (Primary) or MOLT (Secondary)**

This program allows graduates to be eligible to apply for teacher registration with relevant teaching authorities. The MOLT (Primary) or MOLT (Secondary) sequence of courses with embedded professional experience is shown horizontally from left to right. Students require at least 2 different sites for supervised placements. EDM8004 occurs in the final semester of study and cannot be undertaken unless all mandatory courses are completed or in progress.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Notes</th>
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</thead>
<tbody>
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<td>EDM5000</td>
<td>Planning for Learning</td>
<td>15 days</td>
<td>Same site as EDM5001 but with a different mentor</td>
</tr>
<tr>
<td>EDM5001</td>
<td>Understanding Learners and Learning</td>
<td>20 days</td>
<td>Same site as EDM5001 but with a different mentor</td>
</tr>
<tr>
<td>EDM8100</td>
<td>Building Educational Communities</td>
<td>25 days</td>
<td>At a new site with a different mentor</td>
</tr>
<tr>
<td>EDM8004</td>
<td>Teacher Identity</td>
<td>20 days</td>
<td>Students choose their final placement</td>
</tr>
</tbody>
</table>

**MLAD/MEd in Adult, Professional and Workplace Learning, Teaching English to Speakers of other Languages (TESOL) or Early Childhood**

This program does not qualify students for teacher registration with relevant teaching authorities and it is not accredited with ACECQA. The Masters (MLAD/MEd) sequence of courses with embedded professional experience is shown vertically for the different specialisations.

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<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>EDU5760</td>
<td>Professional Study</td>
<td>50 hours</td>
<td>Formal education/training or workplace training setting</td>
</tr>
<tr>
<td>EDU5760</td>
<td>Professional Study</td>
<td>20 hours</td>
<td>Second or additional language setting with an ESL instructor</td>
</tr>
<tr>
<td>EDU8000</td>
<td>Early Childhood Principles and Practices</td>
<td>15 days</td>
<td>Early Learning Centre/Kindy/Preschool with a registered teacher mentor</td>
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**Early Childhood Specialisation**

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<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>EDU5760</td>
<td>Professional Study</td>
<td>45 days</td>
<td>20 days Babies (birth – 2 years) and 25 days Kindy/Preschool</td>
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<tr>
<td>EDU8000</td>
<td>Early Childhood Principles and Practices</td>
<td>15 days</td>
<td>Early Learning Centre/Kindy/Preschool with a registered teacher mentor</td>
</tr>
</tbody>
</table>
Step-by-Step Process for Professional Experience

**Before**

- Enrol in courses
- Return your placement form to the USQ Professional Experience office.
- Make arrangements to manage your own employment, family responsibilities and transport before you commit to this course. You may be required to travel up to 50 km to attend a placement. All professional experience is undertaken at the student’s expense.
- Visit the Professional Experience website and download resources:
  - Blue Card forms
  - Professional Experience Calendar
  - The Professional Experience Guidelines and The Professional Experience Book
  - Placement forms (as required e.g. Teaching Areas form for secondary students).
- Ensure that you will have a current Blue Card in time for placement.
- Visit your course StudyDesk to check your specific course requirements.
- Declare any possible conflict of interest.
- Check for your confirmed placement.
- Contact the site coordinator and supervising teacher at your site.
- Contact the USQ liaison assigned to your placement.
- Always retain a copy of documents for your records.
- Attending a site without a current blue card is illegal. If you attend a site without USQ approval you are not covered for insurance in case of accident or incident. Additionally, the days do not count towards your program requirements and you have placed yourself in serious jeopardy.

**During**

- Attend placement during the specified dates and be conscientious about your responsibilities regarding any absences.
- Remember that you are a guest of the school and respect their policies and procedures.
- Present any planning to your supervising teacher for approval prior to teaching.
- Seek written and verbal feedback on your performance after each lesson and at the completion of each week.
- Update your USQ liaison on your progress.
- If you are having trouble and it’s determined that Action is Required, do your best to make the improvements that are asked of you and understand that the process has been put in place to help you.
- Attendance for the full day is mandatory; you are not to arrive late, leave early or be absent unless this has been approved with the site and USQ.
- You must attend 100% of the allocated placement days, and all missed days must be made up.
- Where attendance is less than 100%, a fail result will normally apply.

**After**

- Return all borrowed resources and teaching materials and thank your supervising teacher and site coordinator for hosting you for the placement.
- Ensure that the site coordinator enters your result.
- Collect evidence of your performance to add to your professional portfolio, e.g. written lesson feedback, the USQ Professional Experience Interim Report, the USQ Professional Experience Report and any other documentation you might need for future employment.
- If the expectation is for you to return to the site for a subsequent or future placement, you may take the opportunity to begin preliminary discussions about this and perhaps meet your next supervising teacher.
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 supervising teacher(s) so that the full, specified number of days are completed. An absence or change to the dates of the placement, must be reported to the Professional Experience Office. A medical certificate or supporting documentation is required for any absence of three days or more. For Queensland internships, USQ will inform QCT on your behalf to adjust the dates of your internship for an absence or change of three days or more.

Communicating with the University
You are required to be proactive and enrol in your courses early, regularly engage with your course StudyDesk, read your USQ emails carefully and confirm your placement by checking InPlace 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. You will be contacted by UMail if there is a problem with your placement. Placements that are organised by the Professional Experience Office are confirmed by InPlace and you have to wait to find out where you are going.

All students must check for their confirmed placement by InPlace. Your first point of contact while out on placement is your USQ liaison and their details are available from InPlace. 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 identified for Action Required, 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-judgemental 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’s 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.

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 [www.usq.edu.au/legaloffice/antidiscrim](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 supervising teacher(s) (if appropriate), then with your Site Coordinator, USQ liaison and the Student Equity Office.

Duty of care
Supervising Teachers 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 supervising teacher(s) 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. 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 under Professional Conduct [www.qct.edu.au](http://www.qct.edu.au) and the Early Childhood Australia Code of Ethics [www.earlychildhoodaustralia.org.au](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 professional experience, you are encouraged to disclose your issues to the Professional Experience Office. It may also be appropriate to inform the Site Coordinator of your circumstances through a confidential discussion. Students with a disability are encouraged to register with Disability Services to further support their circumstances. Student Services provide free, confidential assistance to manage a wide range of issues including career, personal and financial matters.

It is the student’s responsibility to maintain their health. USQ encourages students to comply with the relevant vaccinations schedules and infection control policies of the Site.

If you are pregnant, you are encouraged to share this information with the Professional Experience Office and your Site. USQ will require additional documentation before approving placements that are within six weeks before and after the expected birth. Professional experience is scheduled for specific and designated blocks in the calendar and preservice educators should contact the Professional Experience Office if they are pregnant.

Insurance

Preservice educators on USQ pre-approved course related placements which have been confirmed by InPlace 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 by InPlace are not covered under USQ’s insurance.

Photography

Where 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. It is not the role of the Professional Experience Office to manage permission forms for photography or for making observations.

Professional standards

Throughout your program you should collect evidence of how you meet the APSTs as identified at [www.aitsl.edu.au](http://www.aitsl.edu.au)

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 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 QCT. USQ approaches the QCT for Internship Authorisation in Queensland schools. All other teacher registration and employment applications are the student’s responsibility and application information is found on each organisation’s website.

School camps

Providing the arrangements are discussed with USQ, school camps may count towards professional experience. However, attendance at school camps is at the discretion of the student and the Site, particularly when costs are involved. USQ does not compel students to attend camps and does not take any financial responsibility for the costs associated with the camps.

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](http://www.worksafe.qld.gov.au).
MASTER OF LEARNING AND TEACHING (MoLT)  
INTERNSHIP AGREEMENT

THIS AGREEMENT is made as of .................. 2016–2021.  
BETWEEN:  
THE UNIVERSITY OF SOUTHERN QUEENSLAND acting through the School of Teacher Education and Early Childhood, West Street, Toowoomba, 4350 (“USQ”) (ABN: 46 234 732 081)  
AND:  
THE STATE OF QUEENSLAND acting through The Department of Education and Training, 30 Mary Street, Brisbane, 4000 (“DEECD”) (ABN: 76 337 613 647)  
AND:  
THE CORPORATION OF THE ROMAN CATHOLIC Diocese of TOOWOOMBA  
CATHOLIC EDUCATION, c/- Toowoomba Catholic Education Office, 73 Margaret Street, Toowoomba, 4350 (“Catholic Education”) (ABN: 88 934 244 640)  
AND:  
QUEENSLAND TEACHERS UNION OF EMPLOYEES, 21 Graham Street, Milton, 4064 (“QTU”) (ABN: 62 408 519 861)  
AND:  
QUEENSLAND INDEPENDENT EDUCATION UNION OF EMPLOYEES, 34 Turbot Street, Spring Hill, 4000 (“QIEU”) (ABN: 45 620 218 712)  
AND:  
QUEENSLAND COLLEGE OF TEACHERS, 5601 Coronation Drive, Toowoong, 4066 (“QCT”) (ABN: 49 750 572 133)  

All of the above collectively “the Parties” and individually “a Party”;

RECITALS;

(a) USQ hosts a Master of Learning and Teaching (MoLT) Internship Program to provide pre-service teachers with the opportunity to accept responsibility for the professional competence expected of a beginning teacher in all respects of teaching practice;

(b) QTU, CEO, QIEU, QCT and the Department have agreed to support the Internship Program;

(c) The Parties agree 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 –

“MoLT” means Master of Learning and Teaching.

“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) Publicly available as a result of a Program Participant having been appointed on the other's confidential information;

“Intern” means a USQ Master of Learning and Teaching student who has successfully completed 60 days of supervised professional experience and has demonstrated an adequate level of competence to commence the teaching profession, 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 a part-time (minimum 3 days per week) basis over a 4-7 week period as agreed between a host school and USQ. All MoLT students are required to complete the Internship Program.

“School Coordinator” means the school’s principal or nominee (where a nominee who share the mentoring role.

“Mentors” meaning experienced registered teachers who work with an Intern while continuing to exercise accountability for their classes’ curriculum and assessment programs.

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

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

“Debriefing Session” means a communication by telephone or email between the USQ MoLT 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 2016 and unless terminated under clause 16 will continue until 17 July 2021.

3. Objectives.

The objectives of the Internship Program are –

(i) To provide support to participants to prepare for the professional competence expected of a beginning teacher in all respects of teaching profession;

(ii) To increase the opportunities for Interns to be involved in progressively more autonomous education decision-making;

(iii) To enhance the Intern’s ability to reflect on issues of professional practice;

(iv) 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 ensure 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 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;

(b) Negotiate with the School Coordinator and Mentor's a teaching program including a period of 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 EDM804 Teacher Identity.

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 Commonwealth 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 Interns are carrying out their Internship, if they become aware that the Intern has had their Blue Card cancelled or revoked under the Commonwealth Children and Young People and Child Guardian Act 2000.

5. Principal’s Authority.

School Principals and/or their nominees will:

(a) Agree to host an Intern if:

(i) USQ has advised of the authorisation 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:

<table>
<thead>
<tr>
<th>MoLT</th>
<th>EDM5000</th>
<th>EDM5001</th>
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<tr>
<td>EDM8100</td>
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<tr>
<td>Alternatives</td>
<td>EDO3500 and EDO3501</td>
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(b) Release Mentors to participate in professional conversation with Interns and Program Information sessions.

(c) Appoint a School Coordinator to liaise with USQ on matters related to the Internship Program.

(d) Provide a copy of this Agreement to each Mentor.

6. Program Participant’s Obligations

6.1 Each Program Participant must ensure that:

(a) The Mentor’s relating to that Program Participant will use their time released from face-to-face classroom contact on mentoring, induction and professional activities, including but not limited to:

(i) Being in contact with the Intern at the commencement of their Internship Program and the roles of the Interns, Mentors, School Coordinators and USQ staff;

(ii) Providing opportunities for the Intern to plan, prepare, teach, assess and evaluate curriculum, co-curriculum and assessment programs;

(iii) Exercising accountability for the oversight and management of their classes curriculum, co-curriculum and assessment programs;

(iv) Inducting the Intern on relevant school policies;

(v) Conducting regular collaborative planning and review sessions in lieu of attendance at lessons, to guide and support the Intern;

(vi) Undertaking other negotiated professional activities which may include professional work, school projects and/or professional learning;

(vii) Assisting the development of the Intern’s understanding of duty-of-care provisions and legal risk management of curricular and co-curricular activities, and relevant school policies;

(viii) Participating in a debriefing session at the conclusion of the Internship Program.

(b) Interns are not used as supply or substitute teachers, however, an Intern may be assigned to teach classes to facilitate the release of Mentor’s for the purposes identified in clause 6.1(a), (i) and (c).

(c) Mentors are not used for substitute teaching in release time while the Intern is responsible for teaching that Mentor’s class, and
1.3 USQ is responsible for disciplinary action taken against an Intern because
1.2 If, in the opinion of the School Principal of the school at which an Intern

(c) Any negligent act or omission by an Intern whilst undertaking the Internship
(b) Any negligent act or omission of USQ relating to the placement of an

11.1 USQ indemnifies and releases each Program Participant their employees and

8. Insurance.
7. Interns.
6.2 The Program Participant's obligations under clause 6.1 will be exercised through the authority and responsibility of the relevant School Principal.

7.1 The Intern will undertake the Internship Program at a designated school, ideally one of the schools where professional experience components of courses listed in S1(xii) are offered.

6.1 Any disciplinary action taken under this clause 12 does not act as a waiver of any right that the Program Participant may have under this Agreement.

1.6 USQ acknowledges and agrees that any Intern who is suspended from the Internship Program retains all of their rights in resolving disputes arising USQ statutes, policies and procedures as if the incident had occurred at USQ.

13. Requirements.
13.1 This clause sets out USQ's obligation with respect to any personal information it collects, for, from or on behalf of the Program Participants in connection with this Agreement.

13.2 Where USQ has access to personal information in order to fulfil its obligations under this Agreement, it must:
(a) Ensure that personal information is protected against loss and against unauthorised access, use, modification or disclosure and against other misuse;
(b) Not use personal information other than for the purposes of this Agreement, unless required or authorised by law;
(c) Disclose personal information without the written agreement of the relevant School Principal or any other persons authorised by writing to a Program Participant unless required or authorised by law;
(d) Immediately notify the relevant Program Participant if it becomes aware that a disclosure of personal information is, or may be required or authorised by law;
(e) Ensure that only authorised personnel have access to the personal information and that it is stored in a safe and secure manner;
(f) Make its employees and agents aware of USQ's obligations under this clause and obtain an undertaking from its employees and agents to observe this clause, including where required, by a Program Participant, requiring those employees and agents to promptly sign a privacy deed, relating to personal information;
(g) Inform itself of, become familiar with and observe the requirements of Information Standard 42 – Information Privacy and the Queensland Department of Education and the Arts’ Privacy Plan, and comply with each other privacy and security measures as the Program Participants reasonably advise USQ in writing from time to time, and
(h) Notice by a Party must be in writing, and addressed to the last notified address of the Party to whom the notice is sent. Notices will be sent by pre-paid post or email. Notices will be taken to have been received on the second business day after posting, or on the first business day after an apparently successful email.

16.3 If a Party is in breach of any of its obligations under this Agreement any other Party may give written notice prescribing the breach to the other Party. The notice shall specify a time by which the breach must be cured. If the breach is not remedied by the specified time period then the dispute resolution process under clause 15 must be used to try to rectify the breach. If the breach is not rectified after the dispute resolution process then the Parties not in breach shall determine mutually whether to continue the Agreement without the Party in breach or to terminate.

15.1 If a dispute between any of the Parties to this Agreement arises, the Party claiming that a dispute has arisen will within a reasonable time of the dispute arising give to the other Party (or Parties) a notice in writing stating the nature of the dispute.

15.2 After the giving of a notice under clause 15.1, USQ and the relevant Program Participant will use their best endeavours to resolve the dispute.

15.3 The Parties may by mutual consent agree to hold meetings or take any other steps including the appointment of a mediator in an attempt to resolve the dispute.

15.4 If the Parties are unable to resolve the dispute under clause 15.2 within 14 days, the Party claiming that a dispute has arisen may terminate this Agreement.

16.1 This Agreement may be terminated at any time by mutual agreement amongst all Parties.

16.2 A Party may give 12 months notice in writing to all other Parties if it does not wish to continue participation in the Internship Program. If notice of withdrawal is given then the remaining Parties shall meet to determine if the Internship Program shall be continued and on what terms.

16.3 If a Party is in breach of any of its obligations under this Agreement any other Party may give written notice prescribing the breach to the other Party. The notice shall specify a time by which the breach must be cured. If the breach is not remedied by the specified time period then the dispute resolution process under clause 15 must be used to try to rectify the breach. If the breach is not rectified after the dispute resolution process then the Parties not in breach shall determine mutually whether to continue the Agreement without the Party in breach or to terminate.

16.2 Termination.
16.1 This Agreement may be terminated at any time by mutual agreement amongst all Parties.

17. Notices.
17.1 Any notice by a Party must be in writing, and addressed to the last notified address of the Party to whom the notice is sent. Notices will be sent by pre-paid post or email. Notices will be taken to have been received on the second business day after posting, or on the first business day after an apparently successful email.

18. QCT’s Obligations.
18.1 QCT will provide authorisation for a student to teach as an Intern subject to USQ attesting to the student’s suitability and demonstrated satisfactory performance during the professional experience components of relevant courses in the MoLT.

18.2 QTO and QEU will:
(a) Extend to the Intern the opportunity to join as an associate member, and
(b) Support the Internship Program with their respective members.

20. Counterparts.
This Agreement may be signed in any number of counterparts.

20. Counterparts.
A. USQ hosts a 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 repertories 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 (the Bachelor of Education Early Childhood requires 90 days in specified early childhood settings to meet the requirements for dual accreditation) of supervised professional experience and necessary academic studies, has demonstrated effective teaching competence, and has been granted internship authorisation by the QTU.

“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 a part-time (minimum 3 days per week) basis over a 4-7 week period as agreed between a host school and USQ. All BEDU 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 of 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” means 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 a 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 improve the Internship Program.

2. Term.

Notwithstanding the date of any party to this Agreement it commences on 18 July 2016 and unless terminated under clause 16 will continue until 17 July 2021.

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 education 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 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;

(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), (b) 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.

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. Principal’s Authority.

School Principals and/or their nominees will:\n
(a) Agree to host an Intern if;

(b) Have advised of the authorised form of the Internship Program.

(ii) The Intern has demonstrated the appropriate level of competence as indicated by a satisfactory grade for the professional attachments linked to the Internship Program.

All specialisations EDC1400 and EDC3100

Primary EDP2111, EDP2222, EDP3333 and EDP4130

Secondary EDS2401, EDS4401 and EHD2544

Alternatives EDO3500, EDO3501 and EDO3211

(b) Release Mentors to participate in professional conversation with Interns and Internship Program information sessions.

(c) Appoint a School Coordinator to liaise with USQ on matters related to the Internship Program.

(d) Provide a copy of this Agreement to each Mentor.

6. Program Participant’s Obligations.

6.1 Each Program Participant must ensure that –

(a) The Mentor’s relation to that Program Participant will use their time released from face-to-face classroom contact on mentoring, induction and professional development; but not limited to;

(b) In being in contact with USQ to clarify the aims of the Internship Program and the roles of the Interns, Mentors, School Coordinators and USQ Staff;

(c) Providing opportunities for the Intern to plan, prepare, teach, assess and evaluate curriculum, co-curriculum and assessment programs;

(d) Inducing the Intern on relevant school policies;

(e) Conducting regular collaborative planning and review sessions in lieu of attendance at lessons, to guide and support the Intern;

(f) Undertaking other negotiated professional activities which may include professional work, school projects and/or professional learning;

(g) Assisting the development of the Intern’s understanding of duty-of-care provisions and legal risk management of curricular and co-curricular activities, and relevant school policies; and
(iii) Participating in a debriefing session at the conclusion of the Internship Program. 
(b) Interns are not used as supply or substitute teachers, however, an Intern may be assigned to teach classes to facilitate the release of Mentor(s) for the purpose of being identified in clause 6.1(a)(i); and 
(c) Mentors are not used for substitute teaching in release time while the Intern is responsible for teaching that Mentor's class; and 
(d) The School(s) are not responsible for the Intern's travel costs to the school; (i) Allocated to the Intern up to 50% of the usual classroom teacher workload; (ii) Assigns Mentor(s) to the Intern; 
(iii) Ensures that appropriate mentoring arrangements are in place if the designated Mentor(s) is/are absent from the school through illness or other unforeseen circumstances; 
(iv) Encourages the school community to accept the Intern the status and authority commensurate with the position; and 
(v) Supports the Intern's professional development through a planned induction program.
6.2 The Program Participant's obligations under clause 6.1 will be exercised through the authority and responsibility of the relevant School Principal.
7. Interns.
7.1 The Intern will undertake the Internship Program at a designated school, ideally one of the schools where professional experience components of courses listed in 5(a)(ii) are offered.
7.2 The Intern will:
(a) Prepare a plan for the Internship Program in collaboration with the Intern's Mentor(s). The teaching program assigned to the Intern should allow the Intern to work without direct supervision for up to 50% of a full-time teaching load at the designated teaching school.
(b) Undertake to develop a sound understanding of duty of care provisions and legal risk management of curricular and co-curricular activities and relevant school policies through instruction at USQ and the induction program;
(c) Present their learning from their involvement as an Intern for assessment as part of the USQ course EDC4000;
(d) Ensure that information detailing coverage under the USQ Personal Accident Insurance Policy is available on request by the Program Participant; 
(e) Be responsible for ensuring that they hold a valid Blue Card issued under the Commission for Children and Young People and Guardian Act 2000 at the commencement and for the duration of their Internship;
8. Insurance.
8.1 USQ must, for the term of this Agreement ensure the following insurance policies to cover the Interns are in place:
(a) Public liability insurance;
(b) Work experience and professional indemnity insurance; and 
(c) Personal accident insurance.
USQ must procure full and clear information about the insurance policies referred to in clause 8.1 to the Program Participant within seven days of the Program Participant requesting such details in writing.
The Parties acknowledge as follows:
(a) The Internship Program is separate from the policies and guidelines issued for the professional experience elements of the BEDU and the professional experience components of all other programs of pre-service teacher education at USQ;
(b) Under the Internship Program, the roles of Mentor(s) and School Coordinator are distinct from teaching and as such Mentors and School Coordinators are not entitled to the payment of any allowance for participation in the Internship Program; and 
(c) Without limiting the generality of (b) and for the sake of certainty, Mentor(s) and School Coordinators do not perform the tasks of a supervising teacher as defined in clause 4 of the Practice Teaching in State Schools Industrial Agreement (1992), section B110 of the Practice Teaching in Catholic Primary Schools Industrial Agreement (1990) and/or the Catholic Secondary School Tutors Industrial Agreement and are not entitled to the payment of any allowance payable to a supervising teacher.
10.1 No Exclusion/Release Relationship.
10.1 Nothing in this Agreement is intended to constitute either USQ or any Intern, the partner, agent or representative of a Program Participant for any purpose, or creates any partnership, agency or trust between USQ or an Intern with a Program Participant.
10.2 Neither USQ nor any Intern has the authority to bind a Program Participant unless expressly provided in this Agreement.
11. Indemnity.
11.1 USQ indemnifies and releases each Program Participant their employees and offices ("the Indemnified") from and against any loss, damage or expense arising from any claim, action, suit, demand or proceeding (together as a "Loss") that may be brought against a Program Participant as a result of:
(a) Any negligent act or omission by USQ in the performance of its obligations hereunder; 
(b) Any negligent act or omission of USQ relating to the placement of an Intern; 
(c) Any negligent act or omission by an Intern whilst undertaking the Internship Program under this Agreement.
12. Misconduct.
12.1 If, in the opinion of the School Principal of the school at which an Intern is posted, the conduct of an Intern warrants disciplinary action against that Intern, the Program Participant will notify USQ of the conduct.
12.2 If, in the opinion of the School Principal of the school at which an Intern is posted, the conduct mentioned in clause 12.1 is of such seriousness as to require the suspension of the Intern, the Program Participant may recommend to USQ that the Intern cease participation in the Internship Program.
12.3 USQ is responsible for disciplinary action taken against an Intern because of conduct mentioned in clause 12.1. Disciplining of Interns will be in accordance with USQ statutes, policies and procedures.
13.1 This clause sets out USQ's obligation with respect to any personal information it collects, for, from or on behalf of the Program Participants in connection with this Agreement.
13.2 Where USQ has access to personal information in order to fulfil its obligations under this Agreement, it must:
(a) Ensure that personal information is protected against loss and against unauthorised access, use, modification or disclosure and against other misuse; 
(b) Not use personal information other than for the purposes of this Agreement, unless required or authorised by law; 
(c) Not disclose personal information without the written agreement of the relevant School Principal or any other persons authorised in writing by a Program Participant unless required or authorised by law; 
(d) Ensure that only authorised personnel have access to the personal information and that it is stored in a safe and secure manner; 
(f) Make its employees and agents aware of USQ's obligations under this clause and obtain an undertaking from its employees and agents to observe this clause, including where requested, by a Program Participant, requiring those employees and agents to promptly sign a privacy deed, relating to personal information;
(g) Inform itself of, and comply with the requirements of the Information Privacy Act (Queensland) 2003, or the National Privacy Principles, and comply with such other privacy and security measures as the Program Participants reasonably advise USQ in writing from time to time; and 
(h) Where personal information is no longer required for the purposes of this Agreement, return the personal information and any copies of that information to the relevant Program Participant.
14.1 USQ must ensure that Interns:
(a) Keep information about all students confidential; and 
(b) Do not disclose information about a student to a third party, other than relevant employees of the school where they are completing their Internship.
14.2 USQ and each Program Participant will keep in strict confidence the Confidential Information of the other and must not disclose any of the other's Confidential Information to a third party without prior written consent.
14.3 The Obligations in clause 14.1 and 14.2 shall survive termination or expiration of this Agreement.
15. Dispute Resolution.
15.1 If a dispute arises between any of the Parties to this Agreement, the Party claiming that a dispute has arisen will within a reasonable time of the dispute arising give to the other Party (or Parties) a notice in writing stating the nature of the dispute.
15.2 After the giving of a notice under clause 15.1, USQ and the relevant Program Participant will use their best endeavours to resolve the dispute.
15.3 If the Parties may by mutual consent agree to hold meetings or take any other steps including the appointment of a mediator in an attempt to resolve the dispute.
15.4 If the Parties are unable to resolve the dispute under clause 15.2 within 14 days, the Party claiming that a dispute has arisen may terminate this Agreement.
16. Termination.
16.1 This Agreement may be terminated at any time by mutual agreement amongst all Parties.
16.2 A Party may give 12 months notice in writing to all other Parties if it does not wish to continue participation in the Internship Program. If notice of withdrawal is given then the remaining Parties shall meet to determine if the Internship Program shall be continued and on what terms.
16.3 If a Party is in breach of any of its obligations under this Agreement any other Party may give written notice prescribing the breach to the other Party. The notice shall specify a time by which the breach must be cured. If the breach is not remedied by the specified time period then the dispute resolution process under clause 15 must be used to try to rectify the breach. If the breach is not rectified after the dispute resolution process then the Parties not in breach shall determine mutually whether to continue the Agreement without the Party in breach or to terminate it.
17. Notices.
Notices by all Parties by a Party must be in writing, and addressed to the last notified address of the Party to whom the notice is sent. Notices will be sent by pre-paid post or email. Notices will be taken to have been received on the second business day after posting, or on the first business day after an apparently successful email.
18. QCT's Obligations.
18.1 QCT or QEU will:
(a) Extend to the Intern the opportunity to join as an associate member; and 
(b) Support the Internship Program with their respective members.
This Agreement may be signed in any number of countersignatures.
The laws in force in Queensland will govern this Agreement and each of the Parties submit to the jurisdiction of the courts of Queensland.
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 education decision-making;
iv. To enhance the Graduate Intern’s ability to reflect on issues of professional practice;

ii. To further develop effective 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 Graduate Interns.

4.2 USQ must obtain the appropriate written authorisation from the QCT for each Graduate Intern before finalising 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 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 Graduate 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 Coordinators and USQ staff.

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

(a) Prepare a plan for the Graduate Internship Program in collaboration with the School Coordinator and Mentor;

(b) Negotiate with the School Coordinator and Mentor 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 EDM8004 Teacher Identity.

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 Graduate Interns obey any lawful directions, rules or procedures of the Program Participant.

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

4.11 USQ is responsible for ensuring that each Graduate Intern is aware that they must hold a 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 Graduate Intern is carrying out their Internship, if they become aware that the Graduate Intern has had their Blue Card cancelled or revoked under the Commission for Children and Young People and Child Guardian Act 2000.

5. Principal’s 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 authorisation from QCT, and

(ii) The Graduate Intern has demonstrated the appropriate level of competence as indicated by satisfactory grades for the professional experience linked to the following courses and relevant specialisations:

<table>
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<tr>
<th>Secondary</th>
<th>EDG5000, EDG52401 and EDG3000</th>
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(b) Release Mentors to participate in professional development and Graduate Internship Program meetings;

(c) Appoint a School Coordinator to liaise with USQ on matters related to the Graduate Internship Program;

(d) Provide a copy of this Agreement to each Mentor.

6. Program Participant’s Obligations.

6.1 Each Program Participant must ensure that:

(a) The Mentor’s role is to use their time released from face-to-face classroom contact on mentoring, induction and professional activities, including but not limited to:

(i) Preparing regular meetings with USQ to clarify the aims of the Graduate Internship Program and the roles of the Graduate Interns, Mentors, School Coordinators and USQ staff;

(ii) Providing opportunities for the Graduate Intern to plan, prepare, teach, assess and evaluate curriculum programs in one or more of their classes;

(iii) Exercising accountability for the oversight and management of their classes curriculum, co-curriculum and assessment programs;

(iv) Inducing the Graduate Intern on relevant school policies;

(v) Conducting regular collaborative planning and review sessions in lieu of attendance at lessons, to guide and support the Graduate Intern;

(vi) Undertaking other negotiated professional activities which may include professional work, school projects and/or professional learning;

(vii) Assisting the development of the Graduate Intern’s understanding of duty-of-care provisions and legal risk management of curricular and co-curricular activities, and relevant school policies; and

(viii) Participating in a debriefing session at the conclusion of the Graduate Internship Program.

(b) Graduate Interns are not used as supply or substitute teachers, however, a Graduate Intern may be assigned to teach classes to facilitate the release of Mentor’s for the purposes identified in clause 6.1(a)(ii) and his/her/their personal professional learning.

(c) Mentors are not used for substitute teaching in release time while the Intern is responsible for teaching that Mentor’s class, and

(d) The School Co-ordinator;
12. The Program Participant, after consultation with USQ, may allow a Graduate Intern to continue when the following criteria are met:
   (i) The Program Participant has been notified by USQ that the Graduate Intern has been referred to the USQ Student Conduct Board under Clause 12.2 to again participate in the Graduate Internship Program.
   (ii) The Program Participant has been notified by USQ that the Graduate Intern is participating in the Graduate Internship Program on renegotiated conditions provided that they are consistent with the terms of this Agreement.
12.5 Any disciplinary action taken under this clause 12 does not act as a waiver of any right that the Program Participant may have under this Agreement.

13. Requirements.
   13.1 This clause sets out USQ's obligation with respect to any personal information it collects, for, from or on behalf of the Program Participants in connection with this Agreement.
   13.2 Where USQ has access to personal information in order to fulfil its obligations under this Agreement, it must:
   (a) Ensure that personal information is protected against loss and against unauthorised access, use, modification or disclosure and against other misuse;
   (b) Not use personal information other than for the purposes of this Agreement, unless required or authorised by law;
   (c) Not disclose personal information without the written agreement of the relevant School Principal or any other persons authorised in writing by a Program Participant unless required or authorised by law;
   (d) Immediately notify the relevant Program Participant if it becomes aware that a disclosure of personal information is, or may be required or authorised by law;
   (e) Ensure that only authorised personnel have access to the personal information and that it is stored in a safe and secure manner;
   (f) Make its employees and agents aware of USQ's obligations under this clause and obtain an undertaking from its employees and agents to observe this clause, including where requested, by a Program Participant, requiring those employees and agents to promptly sign a privacy policy, related to personal information;
   (g) Inform itself of, become familiar with and observe the requirements of Information Standard 42 – Information Privacy and the Queensland Department of Education and the Arts' Privacy Plan, and comply with such other privacy and security measures as the Program Participants reasonably advise USQ in writing from time to time.
   (h) Where personal information is no longer required for the purposes of this Agreement, return the personal information and any copies of that information to the relevant Program Participant.

   14.1 USQ must ensure that Graduate Interns:
   (a) Keep information about all students confidential; and
   (b) Do not disclose information provided to a student to a third party, other than relevant employees of the school where they are completing their internship.
   14.2 USQ and each Program Participant will keep in strict confidence the confidentiality of the student's personal information and do not disclose the student's Confidential Information to a third party without prior written consent.
   14.3 The obligations in clause 14.1 and 14.2 shall survive termination or expiration of this Agreement.

15. Dispute Resolution.
   15.1 If a dispute between any of the Parties to this Agreement arises, the Party claiming that a dispute has arisen will within a reasonable time of the dispute arising give to the other Party (or Parties) a notice in writing stating the nature of the dispute.
   15.2 After the giving of a notice under clause 15.1, USQ and the relevant Program Participant will use their best endeavours to resolve the dispute.
   15.3 The Parties may by mutual consent agree to hold meetings or take any other steps including the appointment of a mediator in an attempt to resolve the dispute.
   15.4 If the Parties are unable to resolve the dispute under clause 15.2 within 14 days, the Party claiming that a dispute has arisen may terminate this Agreement.

16. Termination.
   16.1 This Agreement may be terminated at any time by mutual agreement amongst all Parties.
   16.2 A Party may give 12 months notice in writing to all other Parties if it does not wish to continue participation in the Internship Program. If notice of withdrawal is given then the remaining Parties shall meet to determine if the Graduate Internship Program shall be continued and on what terms.
   16.3 If a Party is in breach of any of its obligations under this Agreement any other Party may give written notice prescribing the breach to the other Party. The notice shall specify a time by which the breach must be cured. If the breach is not remedied by the specified time period then the relevant Party may terminate this Agreement.

17. Notices.
   All notices by a Party must be in writing, and addressed to the last notified address of the Party to whom the notice is sent. Notices will be sent by pre-paid post or email. Notices will be taken to have been received on the second business day after posting, or on the first business day after an apparently successful email.

18. QCT's Obligations.
   QCT will provide authorisation for a student to teach as a Graduate Intern subject to USQ attesting to the student's suitability and demonstrated satisfactory performance during the professional attachment components of EDG5000, EDS2401 or EDG3000.

19. QTU and QIEU will:
   (a) Extend to the Graduate Intern the opportunity to join as an associate member; and
   (b) Support the Graduate Internship Program with their respective members.

   The laws in force in Queensland will govern this Agreement and each of the Parties submit to the jurisdiction of the courts of Queensland.
The Action Required Process

The Action Required process involves the following:

- Through regular written feedback, the supervising teacher will notify the preservice educator of any concerns about performance. This is usually in the first week but can occur at any time during the placement.
- The supervising teacher, site coordinator and preservice educator will be supported by the USQ liaison to formally document the areas of weaknesses on the Action Required form.
- The supervising teacher/site coordinator will complete the Action Required form and ensure that the Professional Experience Office, the preservice educator and the site each retain a copy of the form.
- Supervising Teachers should keep copies of all written feedback provided to the preservice educator as evidence of attempts to resolve the concerns. A signed and dated copy of the Action Required form must be sent to the USQ Professional Experience office for activation of an A Team liaison.
- Early notification is essential and the Action Required process should be initiated when providing feedback through the USQ Professional Experience Interim Report so that the student has an opportunity to make improvements and the A Team liaison can be activated.
- The USQ Program Coordinator (Professional Experience) will provide additional liaison support for a maximum of five hours through the A Team process to provide on-going assistance to the preservice educator.
- Specific assistance and guidance will be made available to the preservice educator by the A Team liaison who will also work with the supervising teacher, site coordinator, the USQ Professional Experience Office and course examiner.
- The main purpose of the Action Required form is to keep everyone on the same page and to keep reinforcing the same 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 will fail or pass the Professional Experience when they have made improvements in the areas identified and met the requirements of the Professional Experience in the required number of days. Lack of attendance and poor communication can be grounds for initiating the Action Required process or withdrawing the offer of a placement.
- The student needs an honest appraisal before they commit themselves to a career in teaching, and sufficient time to either make improvements or to accept that they have not met the requirements to pass the Professional Experience.

When formally signing the Action Required form, the student is given direction on the expectations of the Professional Experience. The USQ liaison will encourage the Action Required paperwork by day five or before the half way point, because there is little benefit by simply flagging an issue and waiting. A delayed reaction could be misinterpreted later or used as the basis of an appeal. Basically, A Team support for five hours can be activated, either for the USQ liaison or for another staff member when the Action Required form arrives. In general, students tend to respond better when they know where they stand and additional support can then be offered through the A Team so that the most appropriate outcome is recorded for the student.

If a preservice teacher is directed for any reason to leave the assigned site, this will normally result in the termination of the placement with a fail result.

The expectation for students while they are on professional experience is that they will be in attendance for the required number of days. Lack of attendance and poor communication about absences can be grounds for initiating the Action Required process or withdrawing the offer of a placement to close the professional experience with a fail result.
### Generic Learning/Lesson Plan

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<tr>
<th>Sector:</th>
<th>Date:</th>
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<td>Age group/year level:</td>
<td>Subject area:</td>
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<td>Length:</td>
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#### Overview of topic:

#### Specific curriculum descriptors and/or outcomes:

#### Objectives:

#### Ascertaining Prior knowledge:

#### Formative assessment:

#### Summative assessment:

#### Resources:

#### Safety Concerns:
### Lesson Plan Body

<table>
<thead>
<tr>
<th>Introduction – Warm up/orientation/ initial engagement:</th>
<th>Teaching and learning strategies:</th>
<th>Catering for varied learner needs:</th>
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<tr>
<th>Body of Learning experience and procedures:</th>
<th>Teaching and learning strategies:</th>
<th>Catering for varied learner needs.</th>
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<th>Conclusion – Reflecting on and summarising learning.</th>
<th>Teaching and learning strategies:</th>
<th>Catering for varied learner needs.</th>
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### Personal Reflections:
Use a framework for Critical Reflection e.g. The Productive Pedagogies; school specific pedagogical framework; Bloom’s Cognitive Taxonomy; Habits of Mind; What?/So What?/Now What?; Describing/Informing/Confronting/Reconstructing; Deconstruct/Confront/Theorise/Think-otherwise.
USQ Open Days

Toowoomba  Sunday 19 August 2018
Ipswich  Saturday 1 September 2018
Springfield  Friday 7 September 2018