



# 2018

## Education

# Professional Experience Book (Sites)



# Important contacts

## Professional Experience website

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

## InPlace website

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

## Current Student Professional Experience Enquiries

Email: [BELA.placements@usq.edu.au](mailto: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](mailto: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](http://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](http://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](http://www.aitsl.edu.au)

The University of Southern Queensland extends sincere thanks to all host sites and staff involved with professional experience placements for our preservice educators.

We invite you to use our professional experience web page for an overview of our processes, to see our calendar, and view the range of resources provided to our students for each of our undergraduate and postgraduate programs: <http://www.usq.edu.au/education/professional-experience>

The University of Southern Queensland supports both the preservice educators and the host sites through:

- Provision of professional experience liaison officers who are the first point of contact between the host site and the University.
- Payment of host site coordinators at award rates for supervised experiences.
- Payment of supervising teachers at award rates for supervised experiences.
- Professional experience guidelines and book which summarise the requirements, scope and sequencing for each course.
- Advice and assistance from the Professional Experience office (8:30 am to 5.00 pm (EST) Monday to Friday).
- Online electronic entry of professional experience results – simple and quick for pass or fail for the required number of days.

The University of Southern Queensland offers courses in preservice teacher education catering for the needs of graduates who wish to become professional educators in their chosen sector: Early Years, Primary, Middle Years, Sport, Health and Physical Education, Special Education, Secondary or Vocational Education and Training. Preservice educators must undertake professional experience in a school, educational facility or community organisation dealing with educational programs.

Through this school-based or context-based professional experience, preservice educators are encouraged to become active participants in your school or organisation and work with you to develop their teaching skills. This active participation includes all aspects of work place health and safety, as directed by the *Work Health and Safety Act 2011 (WHS Act)*. Preservice educators are required to take reasonable care for their own health and safety, and that of others who may be affected by their actions or omissions. They must also cooperate with any reasonable instruction, policy or procedure. As part of the general induction to your site, USQ preservice educators are required to be made aware of your expectations and to follow the procedures at your site, e.g. first aid, fire, lock-down, evacuation and for reporting incidents.

The guiding principle of the *WHS Act* is that all people are given the highest level of health and safety protection from hazards arising from work, as is reasonably practicable. A copy of the *WHS Act* is available from [www.legislation.qld.gov.au](http://www.legislation.qld.gov.au) and more information is available from <http://www.worksafe.qld.gov.au>

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# Professional Experience

At USQ, Professional Experience is a component of a course of study that is assessed as pass or fail, after attending the required number of days.

Bachelor of Education (BEDU) students must successfully (depending on specialisation complete a minimum of 85 days of supervised Professional Experience in order to graduate and register as a teacher in Queensland. In addition, BEDU (Early Childhood) students are required to attend 10 days in a birth – 2 years room to meet the requirements for dual accreditation with QCT and the Australian Children's Education and Care Quality Authority (ACECQA). Graduate students, such as those studying the Graduate Diploma of Learning and Teaching (GDTL/GDTO\*), must successfully complete 55 days of supervised Professional Experience in order to meet the requirements of their program. In addition, there is a requirement of 20 days Internship or unsupervised professional placement in order to complete the required minimum of 105 days (BEDU) or 75 days (GDTL/GDTO\*) Professional Experience. For the purposes of Professional Experience, a day is defined as being on site from 8am to 4pm. Any absences must be made up as a course requirement to complete the placement and ensure eligibility for QCT registration.

It is the student's responsibility to notify the site, USQ and the liaison of any illness or absence from the site before 8.00 am.

In the event of a student not commencing or discontinuing a placement, it is the student's responsibility to notify the site, USQ and the liaison.

It is a requirement that the majority of the supervised Professional Experience placements occur in an Australian school setting, in order to meet the requirements of the program and to become eligible for teacher registration with the QCT. USQ students are encouraged to attend a variety of educational settings throughout their program, e.g. state, Catholic, independent, rural and remote placements. GDTL students are expected to experience at least two different schools during their program.

In Queensland, preservice educators must have a current Working with Children Blue Card from Blue Card Services and it must be authorised with USQ in order to attend Professional Experience.

For placements outside Queensland, criminal history checks and other legal requirements are the student's responsibility.

In general, all criminal history checks that are required to work with children are the student's responsibility and a placement is not possible in Queensland without a current Blue Card which has been authorised by USQ.

In this book, you will find:

- Step-by-step process for Professional Experience
- Expectations for preservice educators
- The role of supervising teachers
- The role of site coordinators
- The role of USQ liaison
- The Action Required process
- USQ Generic Learning/Lesson Plan Template

The purpose of this book is to give preservice educators, supervising teachers, site coordinators and USQ staff succinct and comprehensive information about professional experience. Additional material and information is available through the Professional Experience website, USQ StudyDesk and InPlace. The Professional Experience Guidelines are expressly incorporated into this Professional Experience Book by this reference.

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\* GDTO graduates are ineligible to apply for QCT registration.

# Professional Experience Calendar – 2018

## EDUCATION



Week Beginning:													
Semester 3, 2017													
13 Nov	20 Nov	27 Nov	4 Dec	11 Dec	18 Dec	25 Dec	1 Jan	8 Jan	15 Jan	22 Jan	29 Jan	5 Feb	12 Feb
1	2	3	4	5	6	7	8	9	10	11	12	13	14
QLD State School Holidays													
Yr 12 study 17 Nov	Yr 10/11 test 24 Nov												
Xmas/Ewing USQ break													
New Year 2018													
USQ exams													
USQ break													
Australa Day 18, 19 Jan													

Week Beginning:													
Semester 1, 2018													
19 Feb	26 Feb	5 Mar	12 Mar	19 Mar	26 Mar	2 Apr	9 Apr	16 Apr	23 Apr	30 Apr	7 May	14 May	21 May
0	1	2	3	4	5	6	7	8	9	10	11	12	13
USQ Orientation													
1st	EDG5000							EDG5000 (not required in 2018)					
2nd	EDS2401							EDG3000 25 days cont'd					EDS2401 (not required in 2018)
3rd	EDG3000				EDG3000 cont'd								
Interim	EDM8004												EDM8004 Internship 20 days
1st	EDM5000												
2nd	EDM5001							EDM5000 15 days					
3rd	EDM8100				EDM8100			EDM5001 20 days					
Interim	EDM8004							EDM8100 25 days cont'd					
1st yr	EDE2010												EDM8004 Internship 20 days
2nd yr	EDE3103												
3rd yr	ECP3200							ECP3200 Kindy					
4th yr	EDE3009							x	x	Lead			
1st yr	ECL2200							x	x	Lead			
2nd yr	ECP4100							xx	x	ECL2200 20 days			
3rd yr	EPP1100								0	0	0	0	EPP1100
4th yr	EDC1400								x	x	x	EDC1400	
1st yr	EDP2111												
2nd yr	EDP2222												
3rd yr	EPP3100												
4th yr	EPP3200												
1st yr	EDP4130												
2nd yr	SPE3005												
3rd yr	SPE3006												
1st yr	ESP1200												
2nd yr	EDS2401												
3rd yr	ESP2200												
4th yr	EDS4401												
1st yr	EDC4000												
2nd yr	EDU8000												
3rd yr	EDU5760												
4th yr	EDU5760												
EC	EDU8000												
MLAD/MEC	EDU5760												
USQ break													
USQ exams													
USQ break													
QLD State School Holidays													

\*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 continued – 2018

## EDUCATION

Semester 2, 2018		Week Beginning:																USQ break			
		9 Jul	16 Jul	23 Jul	30 Jul	6 Aug	13 Aug	20 Aug	27 Aug	3 Sep	10 Sep	17 Sep	24 Sep	1 Oct	8 Oct	15 Oct	22 Oct	29 Oct	5 Nov	12 Nov	
GDTL/GDTP	3 <sup>rd</sup> Intern	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
	EDG3000																				
	EDM8004																				
	EDM8004																				
MOLT	1 <sup>st</sup>																				
	EDM5000																				
	EDM5001																				
	EDM8100																				
Early Childhood	Intern																				
	EDM8004																				
	1st yr																				
	EDE2010																				
Primary	2nd yr																				
	EDE3103																				
	2nd yr																				
	ECP3200																				
Special Education	3rd yr																				
	EDE3009																				
	3rd yr																				
	ECL2200																				
Secondary	4th yr																				
	ECP4100																				
	1st yr																				
	EPP1100																				
TVE / Internship	1st yr																				
	EDC1400																				
	2nd yr																				
	EDP2111																				
MLAD/MEd	2nd yr																				
	EDP2222																				
	3rd yr																				
	EPP3200																				
USQ break	4th yr																				
	EDP4130																				
	2nd yr																				
	SPE3005																				
Secondary	3rd yr																				
	SPE3006																				
	1st yr																				
	ESP1200																				
TVE / Internship	2nd yr																				
	EDS2401																				
	2nd yr																				
	ESP2200																				
MLAD/MEd	3rd yr																				
	ESP3100																				
	4th yr																				
	EDS4401																				
USQ break	EDV3500																				
	EDC4000																				
	EDU5760																				
	EDU5760																				

## Undergraduate Professional Experience Matrix (as at 10 November 2017)

### BEDU and BECH

The BEDU allows graduates to be eligible to apply for teacher registration with relevant teaching authorities and the Early Childhood specialisation is accredited with both QCT and ACECQA. The 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.

Bachelor Programs (BEDU and BECH)				
	Early Childhood	Primary	Primary and Special Education	Secondary
1 <sup>st</sup> Year	<b>EDE2010</b> 10 days: 2 – 4 years old (RT) 2 week block <b>Site A</b>	<b>EPP1100</b> 10 days 5 observation days and 1 week block	<b>EPP1100</b> 10 days 5 observation days and 1 week block	<b>ESP1200</b> 10 days 2 week block <b>Site A</b>
		<b>EDC1400</b> 10 days 5 compulsory days and 1 week block <b>Site A</b>	<b>EDC1400</b> 10 days 5 compulsory days and 1 week block <b>Site A</b>	
2 <sup>nd</sup> Year	<b>EDE3103</b> 15 days: Kindy (RT) 3 week block <b>Site B</b>	<b>EDP2111</b> 10 days 2 week block <b>Site A</b>	<b>EDP2111</b> 10 days 2 week block <b>Site A</b>	<b>EDS2401</b> 15 days 3 week block <b>Site A</b>
	<b>ECP3200</b> 20 days: Prep (RT) 5 compulsory days and 3 week block Site C  In 2018, requires two sites: Kindy (RT): 2 week block at Site B Prep (RT): 3 Lead days + 2 week block Site C	<b>EDP2222</b> 15 days 3 week block <b>Site B</b>	<b>SPE3005</b> 15 days 3 week block <b>Site B</b>	<b>ESP2200</b> 15 days 3 week block <b>Site A</b>
3 <sup>rd</sup> Year	<b>EDE3009</b> 15 days: Birth – 2 years 5 compulsory days and 2 week block <b>Site A</b>	<b>EPP3100</b> (only offered in sem 1) 15 days 3 week block <b>Site B</b>	<b>EPP3100</b> (only offered in sem 1) 15 days 3 week block in Week 2 - 4 <b>Site B</b>	<b>ESP3100</b> 15 days 3 week block <b>Site B</b>
	<b>ECL2200</b> 20 days: Prep – Year 2 (RT) 5 compulsory days and 3 week block <b>Site D</b>	<b>EPP3200</b> 15 days 3 week block <b>Site C</b>	<b>SPE3006</b> 15 days 3 week block <b>Site C</b>	
4 <sup>th</sup> Year	<b>ECP4100</b> 25 days: Prep – Year 2 (RT) 5 compulsory days and 4 week block <b>Site D</b>	<b>EDP4130</b> 20 days 5 Lead days and 4 week block <b>Site C</b>	<b>EDP4130</b> 20 days 5 Lead days and 4 week block <b>Site C</b>	<b>EDS4401</b> 25 days 5 Lead days and 5 week block <b>Site B</b>
	<b>EDC4000</b> 20 days: unsupervised 4 week block  Students choose their final placement for their internship by returning to a previous site or to a previous mentor. This is a culminating experience that requires QCT Internship authorisation in Queensland schools.			
	<b>105 days + 20 = 125 days</b> 40 days in early childhood sites (A or B) 55 days in schools (C or D) 90 days with RT 4 different sites and 2 different schools	<b>85 days + 10 + 5 + 20 = 120 days</b> 85 days in schools with RT 3 or 4 different sites 3 different schools (A, B, C)	<b>85 days + 10 + 5 + 20 = 120 days</b> 85 days in schools with RT 3 or 4 different sites 3 different schools (A, B, C)	<b>80 days + 5 + 20 = 105 days</b> 80 days in schools with RT 2 different sites 2 different schools (A or B)

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.

The Professional Experience Calendar indicates the structure and timing of placements



## 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. 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. EDM8004 occurs in the final semester of study and cannot be undertaken unless all mandatory courses are completed or in progress.

Graduate Diploma of Learning and Teaching (Secondary)			
GDTL (Secondary) or GDTO			
<b>EDG5000</b> Designing for Learning 15 days <b>NOT AVAILABLE IN 2018</b>	<b>EDS2401</b> Middle Phase Curriculum and Pedagogy 15 days <b>NOT AVAILABLE IN 2018</b>	<b>EDG3000</b> Designing for Diversity 25 days at a different site from previous placements Secondary preferably both teaching areas (Yr 7 - 12) Students are encouraged to organise their EDM8004 internship with this site	<b>EDM8004</b> Teacher Identity 20 days Students choose their final placement for their internship by returning to a previous site or to a previous mentor. 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.

Masters of Learning and Teaching (MOLT)			
MOLT (Primary) or MOLT (Secondary)			
<b>EDM5000</b> Planning for Learning 15 days Same site as EDM5001 but with a different mentor Primary (Prep - Yr 3) or Secondary (Yr 7 - 12)	<b>EDM5001</b> Understanding Learners and Learning 20 days Same site as EDM5000 but with a different mentor Primary (Yr 3 - 6) or Secondary (Yr 7 - 12)	<b>EDM8100</b> Building Educational Communities 25 days At a new site with a different mentor Primary (Prep - Yr 6) or Secondary (Yr 7 - 12)	<b>EDM8004</b> Teacher Identity 20 days Internship Students choose their final placement for their internship by returning to a previous site or to a previous mentor. This is a culminating experience that requires QCT Internship authorisation in Queensland schools

## 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.

Masters (MLAD/MED)			
Adult, Professional and Workplace Learning	TESOL specialisation		Early Childhood Specialisation
<b>EDU5760</b> Professional Study 50 hours Formal education/training or workplace training setting	<b>EDU5760</b> Professional Study 20 hours Second or additional language setting with an ESL instructor		<b>EDU5760</b> Professional Study 45 days 20 days Babies (birth - 2 years) and 25 days Kindy/Preschool
			<b>EDU8000</b> Early Childhood Principles and Practices 15 days Early Learning Centre/Kindy/Preschool with a registered teacher mentor

# Expectations for Preservice Educators

These are general expectations that all preservice educators will be required to meet. There may be other requirements specific to each course. All preservice educators are expected to contact their supervising teachers prior to the Professional Experience to discuss the requirements. This may be done by phone or email, however, a personal visit could be negotiated through the site coordinator and at the supervising teacher's convenience.

Preservice educators will display appropriate professional knowledge, practice, engagement, skills and conduct while attending the required number of Professional Experience days.

## Professional Behaviours

The following should guide the professional behaviour of preservice educators for the Professional Experience:

- Liaise appropriately with the site coordinator and supervising teacher before commencing the Professional Experience.
- Seek, and act on, advice from the supervising teacher.
- Recognise individual student needs, interests, motivations and their capabilities for learning.
- 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 supervising teacher, and in all contact with parents, students and other staff at the site.
- Communicate in an appropriately professional manner with all relevant members of the community at the site.
- Students should avoid placing themselves in situations deemed unprofessional.
- Exercise a duty of care for all students/children and follow any reasonable instruction from the site for your own safety.
- Maintain confidentiality in all information about students/children, staff and site.
- Keep all communication (verbal, written and email) professional at all times.
- Uphold professional dress standards, and behaviours with mobile technology.
- Collect evidence of the Professional Experience which may be used, in future courses for assessment, resume, portfolio and employment interview. It is recommended that students keep a digital copy of written documents in an ePortfolio, e.g. written feedback, USQ Professional Experience Report or other useful documents.
- Return all resources and teaching materials and thank the supervising teacher and the site coordinator for supervising the placement.
- Ensure that the result for pass or fail is entered by the site within five days of concluding the placement.

## Professional Knowledge

The following points are intended to guide planning by the preservice educator and supervising teacher for the Professional Experience:

- Observations and data collection as determined by the specific requirements of the course. The preservice educator will discuss this aspect with the supervising teacher 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 at the back of this book. No teaching is to take place if written plans are not prepared and presented in advance to the supervising teacher.
- 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 the learning needs of all students.
- 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.
- Preservice educators are also expected to assist in the classroom by marking rolls, attend playground duty with the supervising teacher, participate in other school events as required, provide remedial assistance to an individual or group, and prepare 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
- gaining an overview of the wider community in the school through discussions with Teacher Aides, Librarian, Special Needs support staff, Music teacher, HPE teacher, LOTE teacher, Guidance Officer and all Administrative staff.

## Professional Engagement

Written feedback should be sought by the preservice educator and given by the supervising teacher. The USQ Professional Experience Interim Report should be completed. This is to be kept by the preservice educator as a working document to improve their teaching and learning skills.

Other things that are encouraged:

- daily reflections with the supervising teacher
- discussion of behaviour support in the classroom
- use of the APSTs to analyse strengths and weaknesses
- documents useful for the student's professional folio on the preservice educator's demonstration of the APSTs.

## Collection of Resources and Artefacts Demonstrating Professional Growth

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 of teaching practice and interaction with students, parents and colleagues
- class details, such as special needs, gender mix, age group and other diversity
- teaching/learning/assessment plans and records
- supervising teacher feedback
- teaching log or diary containing personal reflections
- school/context policy documents
- resources which could prove helpful to a beginning teacher, i.e. names of textbooks, copies of assessment activities, names of suppliers, samples of student work at different quality levels, catalogues, names of reference books, class hand-outs, etc.
- USQ Professional Experience Interim Report
- USQ Professional Experience Report
- documents required for employment applications
- useful artefacts for inclusion in the professional ePortfolio. These can include audio/visual of your teaching, student work samples, personal behaviour management plans, records of interactions with parents, colleagues and students, as well as all the above mentioned resources and artefacts.

The collection of such resources is critical across all professional placements and will be used by preservice teachers to demonstrate their professional competence during the final semester of their programs in the development of their professional ePortfolio.

## English Language Requirement

To be eligible for teacher registration in Queensland, applicants must have "the ability to communicate in spoken and written English at a professional level with students, parents, teachers and other persons."

Applicants must provide evidence of their English Language Proficiency. For those students who DO NOT have four years of higher education study in Australia, New Zealand, the United States of America, Canada, the United Kingdom or the Republic of Ireland may be required to complete an English language test.

More information is available at: <http://www.qct.edu.au/registration/english.html>

## Language Proficiency for LOTE Teachers

Teachers who want to teach a language other than English in a Queensland state school must sit a LOTE proficiency assessment. This includes assessment of writing, listening, speaking and reading in the language.

More information is available at: <http://education.qld.gov.au/hr/recruitment/teaching/apply/process.html>

## Instrumental Music Teachers Proficiency

Teachers who wish to be an instrumental music teacher in a Queensland state school will be required to undergo proficiency assessment as part of the employment process. Possession of a qualification in music from a recognised tertiary institution that is acceptable by the Instrumental Music Assessment Panel is the minimum requirement for temporary or casual employment as an Instrumental Music Teacher.

More information is available at: <http://education.qld.gov.au/hr/recruitment/teaching/apply/process.html>

## Collection of Resources and Artefacts Demonstrating Professional Growth

My Standards app <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/my-standards-application>

Students are encouraged to collect and annotate your own artefacts, referenced to the Standards to inform and provide evidence of your professional growth.

- Take control of your professional growth by regularly collecting evidence and reflecting on your practice
- Create video, photo or audio artefacts of your professional practice as it happens
- Annotate artefacts and map to the Standards
- Export your artefacts to cloud storage and access from any computer, mobile or tablet
- Connect the Standards to your practice to inform your professional discussions and career development

# The Role of Supervising Teachers

Supervising Teachers play a critical role in the nature and quality of each Professional Experience placement.

Unless on a QCT approved internship, preservice educators must be supervised at all times. They cannot be asked to teach, do playground/bus duty, or take responsibility for a sporting group, excursion, etc. unless accompanied by a registered teacher.

- Expect to be contacted by the preservice educator seeking information about class demographics and any preplanning information that could be of benefit prior to assuming responsibilities within the class. In particular, highlight students or student groups with particular learning needs or for whom special preparation may be needed. Discuss how this might influence their planning.
  - Preservice educators should arrange appropriate and convenient times to discuss any of these matters. This may be by telephone, email or by visiting the school. The convenience of the supervising teacher should be the key factor in determining the nature of any arrangements.
  - Supervising Teachers should become familiar with the USQ Professional Experience Interim Report, the USQ Professional Experience Report, the Action Required process and should read all sections of this book for an explanation of the expectations placed on preservice educators for the placement.
  - Some preservice educators undertaking supervised placements will be located throughout Queensland and other places in Australia, and possibly overseas. In many of these cases, the USQ liaison will make contact with sites by phone and/or email. Supervising Teachers are requested to ensure that they advise their preservice educators when this contact has been made, and of the substance of the professional discussion that took place.
  - In the event that a preservice educator is unlikely to be successful in a placement according to the course requirements, due to lack of professionalism or because of excessive absence, supervising teachers or coordinators should notify the Professional Experience Office through the USQ liaison. At this stage, the Action Required process may be instigated through the completion of an Action Required form. It is best if this can be actioned by day five, or before the half way point of the placement, but can occur at any point during the placement.
  - In the event that the normal routine of the school/class is interrupted for camps, sports carnivals, etc. during the time when the preservice educator is responsible for teaching and learning activity, the preservice educator should retain as much responsibility and involvement in the activity as possible.
  - Preservice educators are expected to participate in all teacher activities occurring during their time at school, including student free days, playground duty, staff meetings, P & C meetings, training activities, discussions with consultants and planning/review meetings with professionals from other agencies, whenever appropriate.
  - Discuss the requirements for successful completion with the preservice educator and provide additional verbal and written feedback on their progress and attainment of Professional Experience objectives through interim, daily or lesson feedback.
  - Ensure that the preservice educator has returned all property, textbooks, library resources and school materials at the end of the placement.
  - At the end of the Professional Experience, confirm the pass or fail result and the number of days that have been attended with the site coordinator. The site coordinator will then enter the student's result electronically to the USQ website.
  - It is not appropriate to fail a student at the conclusion of the placement without first providing the student with an opportunity to address any concerns through the Action Required 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 events that have necessitated the fail result.
- Supervising Teachers are encouraged to:
- be fully informed about the nature and expectations of particular Professional Experiences according to the course synopsis in this book
  - be observed in the process of teaching/learning
  - provide opportunities for varied teaching/learning experiences
  - demonstrate particular teaching strategies and principles
  - give guidance on program planning, lesson preparation and presentation
  - advise on management and organisation of the learning environment
  - guide, evaluate and discuss performance with the preservice educator
  - consult with the site coordinator, USQ liaison and the preservice educator regarding the preservice educator's progress and development
  - supply written assessment of the preservice educator's performance through USQ Professional Experience Interim Report and the USQ Professional Experience Report
  - provide feedback so that Professional Experience may be reviewed and improved continually
  - seek assistance from the USQ liaison and formally identify students that are experiencing difficulties and/or not meeting the requirements of the Professional Experience
  - concerns are to be raised, using the Action Required form, preferably by day five or the half way point of the placement
  - complete the AITSL interactive and online profession learning program available at <https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers>
- Notes about internships:
- authorised by QCT for maximum of 50% workload in Queensland schools
  - school/supervising teacher will not be paid by USQ for hosting an intern in Queensland schools
  - supervising teacher is not required to be in the room when the intern is teaching in a Queensland school
  - intern cannot be used as a supply teacher or substitute teacher
  - any variance of three days or more must be reported to USQ because this will change the QCT internship authorisation dates
  - the internship is an unsupervised placement for 20 days which is attended during specific dates
  - a make-up day is required for any missed day, e.g. due to illness, attendance at a USQ exam or scheduled employment interview
  - QCT Internship Authorisation is not a form of teacher registration and students must apply for teacher registration in the usual way prior to or following completion of their teacher education program.

# The Role of Site Coordinators

Site coordinators are educational leaders in their settings and provide both educational and administrative support to the learning experiences of preservice educators and to supervising teachers involved in each Professional Experience.

Site coordinators are encouraged to:

- ensure preservice educators are placed in appropriate professional learning environments and monitor the effectiveness of these placements
- distribute the Professional Experience Book and other supporting documents that have been sent from USQ to supervising teachers. There should also be a discussion about the expectations for the USQ students, the requirements for the specified number of days for the placement, providing to USQ the students' results for either pass or fail, and completing the pay claim forms. In particular, under the current Industrial Agreement, there is no payment for supervising teachers or site coordinators for hosting an intern or a student attending an unsupervised experience in Queensland
- organise for the orientation and induction of preservice educators when they first enter the educational setting and provide WH&S information, etc.
- facilitate the introduction of the preservice educator to their supervising teacher
- allocate a suitable work space for the preservice educator
- confer with the USQ liaison by phone/email or during visits to the site
- confer with the supervising teacher on the progress of the preservice educator
- conduct formal observations of the teaching of any preservice educator and formally identify students listed as Action Required immediately when concerns are raised, usually by day five or before the half way point of the placement. Ensure that a completed, signed and dated copy of the Action Required form is returned to the USQ Professional Experience Office
- provide support to supervising teachers in the evaluation of preservice educators, particularly when students are listed as Action Required if they are experiencing difficulties and/or not meeting the requirements of the placement
- organise for the provision of on-going information and specific advice to preservice educators, whether individually or in groups
- ensure that all results for the Professional Experience are completed electronically for each preservice educator within five days of the conclusion of the Professional Experience
- coordinate the return of completed pay claims to USQ for supervised experiences.



# The Role of USQ Liaison

The USQ liaison is an important contact to provide the best possible learning experience for preservice educators. USQ liaisons are the contact point between preservice educators, their supervising teachers, site coordinators, the course examiner and the Faculty of Business, Education, Law and Arts.

- In general, the sites that are local are usually visited but liaison can also be provided by telephone, video-conferencing and/or supported by email.

Liaisons are encouraged to:

- be responsible for all liaison activity at the allocated site
  - make contact with the site early in the semester or prior to a Professional Experience placement
  - ensure students follow reasonable directions from the site which are in line with the WH&S procedures
  - actively participate in information sessions organised by USQ, such as liaison briefings and follow email instructions provided by the Professional Experience Office
  - be familiar with the nature and requirements of the Professional Experience placement component of the relevant courses/programs by reading this book and attending any USQ liaison briefing sessions
  - contact, by phone/email, the site coordinator at the start of each of the relevant experiences to confirm all preservice educators have commenced their experience and to arrange a suitable time for the next contact or visit
  - maintain regular contact which is consistent with the length of experience, requirements and expectations of the relevant course/program
- liaise with the site coordinator, the supervising teacher or the preservice educator on matters relating to the arrangements for achieving the goals and expectations of the placement
  - where deemed appropriate, observe the preservice educator undertaking teaching tasks and provide specific feedback on performance in agreed areas, or on request by the site coordinator, supervising teacher, preservice educator or course examiner
  - offer specific advice and/or information relevant to the Professional Experience to the site coordinator, supervising teacher and preservice educator
  - advise the Professional Experience Office immediately of any preservice educator whose performance is of concern and identify them as Action Required
  - return a copy of the Action Required form to the Professional Experience Office to request A Team support for five hours or recommend another liaison to support the Action Required process
  - advise the preservice educator on matters relating to the USQ Professional Experience Interim Report, USQ Professional Experience Report, and the Action Required process
  - maintain a log of activity for each Professional Experience at the affiliated site
  - use the allocated time for each experience to support the varying requirements of the individual preservice educators as appropriate
  - conclude each placement with the finalisation of the results and the return of forms. Site coordinators are reminded to submit the result for the required number of days. Remind students to collect, store and upload their professional experience reports and feedback.

# 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 based on their level of competency which is strictly pass or fail in the required number of days, with no additional time. Disruptions to the school routine, camps, changes to supervising teachers, public holidays, NAPLAN are an inevitable part of the experience. Students need to be able to meet these challenges as they are normal events in the course of the placement.
- Preservice educators 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.
- The outcome of the Action Required 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 Professional Experience when they have made improvements in the identified areas and met the requirements of the Professional Experience in the required number of days.

- A student will be awarded a fail for the Professional Experience result when they have not demonstrated adequate improvement. Other reasons for a fail occur when the student does not attend the required number of days and withdraws, or 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 supervising teacher/school staff. The site should enter the result 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 supervised 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.

The Action Required form is part of the process used to identify that a student is not meeting the expectations for the Professional Experience. The student has the capacity to make improvements in the specified areas and pass overall, but ultimately the student's result is up to the student. It appears that sometimes the liaison may need to support the site to make the Action Required decision immediately concerns are raised. USQ depends on the school's professional judgements to be defensible, and the Action Required process is used to ensure that the student is fully cognisant of their weaknesses and areas that require improvement. Usually, the most appropriate outcome for the placement occurs when additional support becomes available before the half way point during 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.

## Professional Experience Action Required

The Action Required process should ideally be initiated immediately when concerns are raised usually in the first week.

This USQ student has been identified as not meeting the requirements for this Professional Experience as identified in the Professional Experience Book for this course and action is required.

<b>Student name:</b>	
<b>Course number:</b>	
<b>Course name:</b>	
<b>School/site:</b>	
<b>Site coordinator/mentor:</b>	
<b>Contact details:</b>	

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

<b>Professional knowledge:</b>	
<b>Professional practice:</b>	
<b>Professional engagement:</b>	
<b>Site coordinator/mentor signature:</b>	...../...../.....
<b>Student signature:</b>	...../...../.....

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 liaison support through the A Team process for an additional five hours.

<b>Professional Experience</b> Faculty of BELA University of Southern Queensland Toowoomba Qld 4350 Phone: 07 4631 2359 Fax: 07 4631 2598 Email: <a href="mailto:professional.experience@usq.edu.au">professional.experience@usq.edu.au</a>	<b>USQ liaison name:</b>  Are you available to provide A Team support (for a maximum of five hours)? <input type="checkbox"/> YES <input type="checkbox"/> NO    (tick one choice)  If NO, Recommendation for A Team liaison:  USQ Professional Experience Office action ...../...../.....
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USQ collects personal information for the purpose of professional experience administration and for activities with respect to your professional experience placement. To comply with legal and administrative obligations information may be disclosed to Commonwealth and State agencies under the Information Privacy Act 2009 (Qld) or other legislative requirements. Personal information will not be disclosed to third parties other than a USQ approved agent, partner or any organisation who provides sponsorship to you for your studies, without your consent unless required by law. The University must and does take all reasonable steps to bind contracted service providers to the privacy principles and reasonable steps are taken to ensure USQ servers are secure and to prevent unauthorised access to our equipment or data. To view our website please go to: <http://www.usq.edu.au/privacy>. For any enquiries please email: [privacy@usq.edu.au](mailto:privacy@usq.edu.au)

# Generic Learning/Lesson Plan

<b>Sector:</b>	<b>Date:</b>
<b>Age group/year level:</b>	<b>Subject area:</b>
	<b>Length:</b>
<b>Overview of topic:</b>	
<b>Specific curriculum descriptors and/or outcomes:</b>	
<b>Objectives:</b>	
<b>Ascertaining Prior knowledge:</b>	
<b>Formative assessment:</b>	
<b>Summative assessment:</b>	
<b>Resources:</b>	
<b>Safety Concerns:</b>	

Lesson Plan Body		
<b>Introduction – Warm up/ orientation/ initial engagement:</b>	<b>Teaching and learning strategies:</b>	<b>Catering for varied learner needs:</b>
<b>Body of Learning experience and procedures:</b>	<b>Teaching and learning strategies:</b>	<b>Catering for varied learner needs.</b>
<b>Conclusion – Reflecting on and summarising learning.</b>	<b>Teaching and learning strategies:</b>	<b>Catering for varied learner needs.</b>
<b>Personal Reflections:</b> 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.		





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[www.usq.edu.au/future-students](http://www.usq.edu.au/future-students)

## USQ Open Days

**Toowoomba** Sunday 19 August 2018

**Ipswich** Saturday 1 September 2018

**Springfield** Friday 7 September 2018



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