



University of
Southern
Queensland



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Professional Experience Guide for Education Students

Bachelor of Education Undergraduate Programs
Master of Learning and Teaching

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University of Southern Queensland

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

The University of Southern Queensland (UniSQ) has campuses in Toowoomba, Springfield, Ipswich and as well as an extensive online environment. The University acknowledge the Aboriginal peoples' ongoing connection to the land on which the university stands and in the spirit of reconciliation, we recognise the Jarowair, Giabal, Yuggera, Ugarapul and Kambuwal people who have been custodians for many centuries. We acknowledge their living culture and unique role in these regions and offer our deep appreciation for their contribution to, and support of, our academic enterprise.

The Bachelor of Education and Masters of Learning and Teaching operates from the Toowoomba and Springfield campuses and has been online for many years. The University is one of a small number of Queensland universities that accommodate rural and remote learning through the online environment. We have students studying in all states of Australia and a range of countries including Malaysia, Japan and China. The University prides itself on meeting the needs of all students. The University of Southern Queensland has forged a reputation as one of Australia's leading providers for on campus and online (distance) education programs in Australia. With more than 75% of students studying via distance or online, our delivery of external education resources continues to lead the way.

UniSQ is committed to providing high quality learning experiences for all students. We provide a range of services to support both students and staff to ensure they have the capacity and opportunities to develop in line with UniSQ goals for student and community engagement.

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

Introduction to Placement

Professional placement is an integral part of your degree and is a co-operative effort between a school or child care centre (hereafter known as site) to which a student has been allocated and the University of Southern Queensland (UniSQ). Professional placement is designed to augment UniSQ coursework and to provide students with the opportunities to develop their personal skills and professional understandings. Professional placement also allows the student to demonstrate their competence and to translate theory and example into placement. Please note that there is no direct correlation between a placement and employment in placement organisations.

This guide has been compiled to provide students (hereafter known as pre-service teachers) with information pertinent to undertaking and completing professional placement components embedded in their program of study. It includes information about professional placement requirements, expectations, behaviour, conduct and responsibilities. To ensure pre-service teachers are well prepared and eligible to participate in professional placements please read this document carefully and contact the Work Integrated Learning Team if you have any questions. It is within the right of the University and the site to stop a placement if these guidelines are not followed.

Contacts

The Work Integrated Learning Team

The Work Integrated Learning (WIL) Team consists of WIL Officers and WIL Support Staff in Toowoomba, Ipswich and Springfield. The team is responsible for:

- Liaising with sites and the Academic Team to source and allocate placements.
- Reviewing and verifying mandatory documents for placement.
- Notifying preservice teachers of important deadlines and placement information.

Professional Experience Convenor

The Professional Experience Convenor is an academic member of the Work Integrated Learning Team. Their role is to:

- assist pre-service teachers with performance related concerns and professional issues surrounding professional placement
- discuss any non-compliance with mandatory requirements with preservice teachers
- address any placement site notifications relating to performance concerns that are breaches of safety, professional or ethical boundaries

The WIL Team should be your first point of call for any placement related questions. You can contact iConnect or the WIL Team via online chat through our website, phone, or email.

Email: WIL@unisq.edu.au

Chat: [Chat to us](#)

Phone: (07) 4631 2359

Placement Course specifications

The Course specifications provide information on each course approved for the University's teaching program. Download your course specification and become familiar with what you must do if you plan to obtain a passing grade in the course. pre-service teachers should also ensure they have satisfied the pre-requisite, co-requisite and other requisite requirements for each course. If in doubt, contact the enrolments team. Further information about your Placement Courses can be found in the UniSQ Handbook and on the StudyDesk sites.

Program Placement Requirements

Professional Experience is embedded within each of the Bachelor of Education and Master of Teaching Learning Programs and is one of the two programs components that must be successfully completed to be eligible to apply for teacher registration.

Each professional experience course consists of an on campus/online program and a professional experience placement, which aligns to the Australian Professional Standards for Teachers Graduated level and ACECQA (Early Childhood only). There is an expectation that preservice teachers will achieve competency against all elements through their professional experience placement opportunities and demonstrate professionalism in all their actions.

Preservice teachers must successfully complete the stipulate accredited program placement days, which require a minimum number of days supervised professional experience with a registered teacher to graduate and qualify to register as a teacher in Queensland with the Queensland College of Teachers (QCT). Please see the website for more details: [AITSL Accreditation Requirements](#)

Mandatory Document Requirements and Resources

Professional Experience Calendar

A [Professional Experience Calendar](#) is provided each year on the Education Placements website. It identifies the dates in which placements will be offered in a period of study. This provides a visual representation of placement so you can understand and plan for when you may be allocated a placement. It will also assist you with submitting your placement information.

Education Placement Website

The Education Placement Website is where you will find all the forms, links and information you require to prepare for your placements. It is important that you use this site to support your success.

Mandatory Document Information

UniSQ are required by the sites to collect documents for each pre-service teachers, ensuring that they are completed correctly and valid for the duration of each placement. Preservice teachers must ensure they provide and update these documents via [InPlace](#) before each placement. You will not be permitted to commence placement until all mandatory documents and requirements have been completed and updated.

If you have any questions about your mandatory documents and how to complete them, please contact the WIL Team as soon as possible.

UniSQ Mandatory Pre-Placement Module

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

The module can be accessed [here](#).

Blue Card: Working with Children Check

A valid working with children check is a mandatory requirement of all enrolled in Initial Teacher Education. In Queensland, this means you must have a current "Blue Card". The equivalent Working with Children Check information for Queensland as well as other states can be found at [here](#).

In the first instance, you should submit your application to the appropriate agency at the time of your enrolment at UniSQ. This will enable the receipt of your Blue Card application or Working with Children Check for processing well before your first Professional Experience placement.

It is the preservice teacher's responsibility to ensure that they have a Blue Card or equivalent or if you already have one, that it is up to date and will not expire part way through the year and compromise your ability to undertake the Professional Experience placement. The WIL Office is required to keep Blue Card/ Working with Children Check details to assure regulatory authorities of preservice teacher Blue Card/WWCC currency and expiry date.

The University of Southern Queensland has no jurisdiction over Blue Card Services or equivalent services in other jurisdictions. Please keep details up to date with Blue Card Services or equivalent services. An expired or close to expiry Blue Card or equivalent such as Working with Children Check excludes the preservice teacher from undertaking Professional Experience placement. It is advisable that preservice teachers do not enrol in a course that contains a Professional Experience placement opportunity unless they can confirm the Blue Card or Working with Children Check is fully current for the entire semester of course enrolment. Untimely expiry will certainly delay progress through the program.

InPlace – UniSQ Placement Management System

[InPlace](#) is the cloud-based placement system used by UniSQ to electronically allocate and manage professional placements. Once you enrol in your first-year courses in the program, an [InPlace](#) file is created for you in the system overnight refresh. You can then log in using the above link and your UniSQ log in and password. [InPlace](#) can also be accessed via a link on your program's Placement hub.

[InPlace tips](#) –

- ✦ Once you upload your documents on the 'details' page, InPlace will send the WIL Team a message to review and 'verify' that they are correct.
- ✦ Go back and check a couple of days later that they have been approved or read the comment on your To-Do list on the home page to see why they were rejected.
- ✦ Checking the details page of your InPlace file is a quick way of finding out when your documents will expire - make sure they are kept current for all your placements
- ✦ InPlace works best with Google Chrome and Mozilla Firefox.

Placement Eligibility

For preservice teachers to be eligible to go on placement they must:

- ✦ Meet the program inherent requirements.
- ✦ Pass any pre-requisite courses for the placement course/s.
- ✦ Enrol in the placement course.
- ✦ Provide all mandatory documents
- ✦ Be allocated a confirmed placement via [InPlace](#).

Pre-requisite course and enrolments

Prior to enrolling in placement courses, you need to read the course specifications to be aware of the placement requirements which are set by the University and/or accrediting body. Please be aware that some placement courses must be undertaken sequentially (cannot be enrolled in more than one placement course in a same semester unless it is written into the program progression or approval has been received).

To attend or remain on placement, you must have met all academic pre-requisite requirements for the placement course. Incomplete results for theory courses are not considered to have met the pre-requisite requirements. If you receive a fail grade for a pre-requisite course and have already commenced placement, you will be asked to stop your placement. In this situation, any completed hours will not be counted towards the placement.

Late enrolments or not submitting mandatory documents in time may make it impossible to source or allocate a placement in the enrolled period of study timeframe.

If you have questions about your course progression or pre-requisites for a placement course according to UniSQ Pre-Requisite procedures, please contact iConnect or the UniSQ Enrolments Team.

Inherent Requirements

There are a number of inherent requirements that must be met prior to applying for or graduating from a degree. At UniSQ, we are committed to providing an equitable environment for preservice teachers with disability, injury, mental health or medical conditions that impact on their ability to study and achieve academic success. The inherent requirement of a degree are those fundamental skills, capabilities and knowledge that preservice teachers must be able to demonstrate in order to achieve the essential learning outcomes of the program, while maintaining the academic integrity of that degree.

Information on the [inherent requirements](#) specific to your program of study can be accessed in the UniSQ Handbook. Please ensure you read and understand the inherent requirements before enrolling in a placement course. For further information contact our [Student Equity Officers](#).

Fitness for Placement

If you are aware of any chronic or acute injury, illness or condition that may affect you during your placement; or any other factor that may impact your capacity to practice the profession or engage in placement, please contact the WIL Team prior to placement allocation and as early in the program as possible. It is likely that you will be asked to provide a Fitness for Practice certificate (signed by a medical practitioner) prior to commencing placement.

Concerns regarding fitness to practice may arise due to, but not limited to the following:

- ✧ A health condition or disability – (chronic or transient) that is likely to affect your capacity to undertake placement or practice in the profession.
- ✧ Inability to meet, or disregard for, the compliance requirements of UniSQ, the placement agency or of the broader profession.
- ✧ Failure to satisfactorily complete the pre-requisite courses for the placement course/s.
- ✧ Conduct and/or performance that is inconsistent with acceptable standards for your chosen profession.

Sometimes your personal situation (family, financial, legal etc.) or health could change over the duration of your studies. This can impact on whether you are still able to meet the program conditions. If your situation does change, please notify the WIL Team, to discuss whether you are 'fit for placement'. Any information you provide will be treated with discretion. You can also seek advice and guidance from a Student Equity Officer at disabilitysupport@unisq.edu.au.

UniSQ is committed to making reasonable adjustments to enable students to participate in their degree. Reasonable adjustments must not fundamentally change the nature of the inherent requirement.

If you have a health/disability issue that could impair your ability to do a placement, please contact the [Equity and Diversity](#) office. On occasion, depending on the situation, it may be necessary for the University to share this information with a site for them to confirm whether they are able to provide a suitable placement for you. Any information you provide or that is released to a placement provider will be treated with discretion and in line with the privacy policy of the University.

Before Placement Allocations are available

Request to Source Placement Information

As part of the placement allocation process, you are given the opportunity to provide information to assist in the sourcing of your placement. Providing this information is mandatory and should be provided as soon as possible upon enrolment in a placement course. Please be aware that the placement sourcing process will not begin until this information is provided via [InPlace](#).

Our WIL Officers use your Request to Source Placement Information as a guide and will try to place you at a site within one of your preferred regions or within one hour of your address on InPlace. As UniSQ is reliant on the availability of sites to offer and support placements, not all placement preferences can be met. UniSQ is competing with multiple Queensland Universities for suitable placements. Due to the limited capacity of sites to support large volumes of placements, you may be required to travel and should be prepared to attend placement in locations you did not preference.

Variation to Professional Experience Placement (Change of Date)

Professional Experience placement is a compulsory component of courses and integral to the completion of assessment tasks.

- Dates are selected to support preservice teachers' capacity to apply the theory of the coursework in the Professional Experience placement and/ or to gather evidence to assist completion of the associated assessment tasks.
- Preservice teachers are advised not to select a course that includes Professional Experience placement in a semester where they are unable to meet the specified requirements of the Professional Experience placement as outlined.
- Additional courses selected for the same semester as a Professional Experience placement course are not required to consider the Professional Experience placement as a reason for an extension request. Therefore, adherence to your advised enrolment pattern may assist to minimise possible assessment conflicts.
- Application regarding variation to the Professional Experience placement will be considered by the WIL Team and/or Professional Experience Convenor in line with the UniSQ Assessment Policy. Evidence that meets the policy criteria is required to support your extension applications. Any unsupported application may be refused, and this may also delay program completion. Your request for a change of date needs to be submitted in writing to: WIL@unisq.edu.au

Conflict of Interest

Pre-service teachers will not be placed at a site where there is a conflict of interest. Students must notify the WIL Office in writing of any real, perceived, or potential conflict of interest, upon enrolment in a placement course. Conflict of Interest examples include but are not limited to:

- ✧ where you currently work;
- ✧ where you currently works and the only suitably qualified supervisor available is your colleague or superior;
- ✧ where the preservice teacher has a previous or current relationship with the supervisor;
- ✧ having a spouse/partner/family member (children or sibling)/close friends employed at a site;
- ✧ currently or recently holding employment at a site in any capacity e.g. teacher aide, sport coach, administration, casual teacher);
- ✧ where you (of a family member are or) were previously a student in the last 5 years.

You are also required to disclose any conflict of interest that may arise in relation to successfully undertaking or completing the academic or clinical requirements of the degree program. This may include, but is not limited to, any financial dealings or interests, participation in organisations, political parties or religious groups, which may influence clinical or academic decisions. You can provide COI information via your InPlace profile. Failing to do so, may result in your placement needing to be altered or delayed. Attending a placement where a conflict of interest is present will only be consider if all other options have been exhausted or if it is your final placement and there is an ongoing placement opportunity.

Payment for Placement

As placements are required to be a learning experience with a teacher/student relationship, free from expectations of payment and the employer/employee relationship, preservice teachers cannot be paid by the site for their placement hours.

Pregnancy

If you become pregnant during your study, you will not be able to do a placement for 6 weeks either side of your estimated due date. If you are enrolled in a placement course in the semester when you are due to give birth, you must notify the WIL Team via WIL@unisq.edu.au, so you can be placed in an appropriate timeframe. Please include a letter from your doctor with your estimated due date and confirmation of your fitness to complete placement while pregnant.

Preservice Teachers on Interstate and Overseas Placements

Preservice teachers who live in states outside Queensland and who wish to do placement locally, must submit a Form A to the WIL Team via WIL@unisq.edu.au as soon as possible upon enrolment in a placement course. Please be aware in some instances the WIL Team may need to investigate implications of an overseas placement on the program accreditation.

Travel Expectations

Preservice teachers need to be aware that placement may require them to travel and/or live away from home. It is important, therefore, that students undertake in advance the necessary planning and budgeting to ensure they are able to fulfil the placement requirements of their course. Please be aware this placement may not necessarily be in the same location or at a location of your choosing.

Local placements are within a one-hour drive of your address provided on InPlace (as per Google Maps) or preferred region. This does not mean you will be allocated a placement within this radius as sites only offer a certain number of placements at any one time. Please be aware that you may be required to travel longer distances than this to an allocated placement.

Literacy and Numeracy Test for Initial Teacher Education (LANTITE)

UniSQ students who enrol in the Bachelor of Education or Master of Learning and Teaching program are required to successfully complete Literacy and Numeracy Test for Initial Teacher Education (LANTITE) before their final placement. This means you will need to have passed both the Literacy and Numeracy test.

There are a range of free, [online resources](#) pre-service teachers can access to support their preparation for the LANTITE. Preservice teachers can access resources such as practice questions, literacy support, numeracy support and a range of other resources. All students can access web-based LANTITE support and resources on [Teacher Education Hub](#). The LANTITE tests are administered by the Australian Council for Educational Research (ACER). Preservice teachers are required to [register directly with ACER](#) and test results will be released to UniSQ and uploaded.

Placement Allocation Process

To ensure that preservice teachers gain maximum benefit from their placement, UniSQ has developed processes that ensure consistent governance of professional activities and quality learning outcomes applicable to professional. Pre-placement planning has a number of stages involving communication with students and sites offering placements and usually begins well before the commencement of the trimester. If you work at a site, you must advise the WIL Team either via InPlace or email WIL@unisq.edu.au as soon as possible as this may impact your placement allocation.

Once a student's Request to Source Information is completed each Trimester, the WIL Team begin requesting and allocating placements. All students are required to complete placements across at least two sites to gain a breadth of experience.

Placement opportunities are sourced by the WIL Team. You must not source your own placements unless advised in the course specifications or a previous discussion has occurred with the WIL Officer. If students are aware of a placement opportunity within a site or have placement site suggestions, they can provide this to the WIL Team and appropriate procedures will be followed. You are not permitted to contact a site, unless you receive written approval from the WIL Officer Team to do so. Please access detailed information and forms using the [Education Placement Website](#).

Placement Allocation Communication

Students are notified of their placements 3 weeks prior to commencement as outlined in the [Student Placement Communication Flow Chart](#) located on the Education Placement Website. When a placement has been secured for you, you will receive an email alerting you to log into [InPlace](#) to view your placement details.

All email communication will be via the UniSQ email account. It is a student's responsibility to check their emails, studydesk and [InPlace](#) to be up to date on the placement allocation process and meet their responsibilities in a timely manner. Students may send their queries through WIL@unisq.edu.au.

Permission to Teach

Placements cannot be completed within PTT arrangements/sites unless:

- Preservice teachers are participating in pre-approved initiatives that entail formal PTT arrangements (such as the Turn to Teaching, Trade to Teach programs) or;
- Specific arrangements have been approved by the Professional Experience Convenor, which ensure the following conditions have been met:
 - The professional experience is either a graduate stage professional experience (QPERF) or an appropriately relevant professional experience (ensuring diversity of placement context as well as alignment with program requirements), and is supervised and assessed by an experienced, qualified teacher for the full period of the placement.
 - The requirements of the professional experience, as outlined in the Placement Guide and course/program requirements are adhered to (including alignment of placement context, year levels, teaching areas, and assessment of APSTs to the Placement Guide and preservice teacher's program requirements).
 - Explicit arrangements are made to mitigate potential conflict of interest for the assessment of the preservice teacher's performance against the Placement Guide requirements.

To request consideration of completion of placement within a PTT site, students must provide evidence of their approved PTT and employment contract to WIL@unisq.edu.au at least 4 weeks prior to commencement of a placement period. The request will be reviewed against the above conditions by the Professional Experience Convenor and students will be advised in writing of the outcome to their student email address.

After placement allocations are available

Placement Acceptance

Preservice Teachers are expected to attend any reasonable placement opportunity as allocated by the WIL Team. If you do not attend the placement allocated to you; withdraw; or cancel a placement in an unacceptable timeframe, you may receive a fail grade and be required to re-enrol in the course. Depending on the timeframe, there may be a penalty associated with late withdrawals and cancellations of placement allocations.

Student Responsibilities

All aspects of the placement apart from organising the placements, is **YOUR** responsibility. This includes:

- ✦ arranging to attend the placement if you are unable to change the placement
- ✦ arranging child-minding
- ✦ organising and paying for any costs associated with parking, travel and accommodation
- ✦ rearranging private work commitments, as a placement is a priority
- ✦ submitting scholarship or bursary applications required

Scholarships and Bursaries

UniSQ offer a wide range of scholarships to assist with textbook, practical experience, accommodation, or living expenses. Some scholarships will be one-off payments, while others will continue for the length of your degree. Placement bursaries are also available to assist students who are undertaking their placement in rural or remote areas or away from where they usually reside and the associated costs.

Please refer to the [UniSQ Scholarships website](#) for more information about available scholarships, bursaries and the eligibility criteria.

Liaison Communication

The UniSQ Liaison is your first point of contact for any issues once your placement has commenced. You should be proactive in communicating with them early in the placement experience. Your UniSQ Liaison details will be made available via InPlace once your placement is allocated. In situations where difficulties arise or you have been identified as being at risk of failing your placement, the UniSQ Liaison must be contacted. If you are unable to communicate with your UniSQ Liaison, contact the WIL Team.

Orientation Information

The WIL Team will provide you with contact details for each Supervising Teacher or Site Coordinator. You are required to contact the Supervising Teacher or Site Coordinator prior to the commencement of placement to ensure that they are fully informed of the requirements and expectations of that placement. This is your opportunity to confirm the following details:

- ✦ Placement date - start and finish
- ✦ Placement physical address, supervisor name and contact details
- ✦ Time and place of initial meeting at the start of professional placement
- ✦ Additional pre-placement paperwork or reading requirements
- ✦ Placement schedule - days, start and finish times, allocated break times (*this may be discussed on the first day of placement*)
- ✦ Expected exposure, duties, and responsibilities (*this can also be discussed on the first day of placement*)
- ✦ Any special dress code relevant to the placement site
- ✦ Confirmation that the Supervising Teacher or Site Coordinator will complete an evaluation form, which is shared with the student and Placement Coordinator.

Attending Placement

Uniforms

UniSQ provide Education placement shirts and name badges as an optional purchase for placement. Orders can be placed online through [School Locker](#).

Attending Placement

Placement requires a continuous, full-time, on-ongoing commitment. It is expected that you will attend 100% of your placement during the scheduled dates organised by the WIL Team and for the whole site workday (8 hours).

Completing the specified number of placement days is an accreditation and teacher registration requirement with QCT. Placement is organised as consecutive days to maximise developmental learning through best practice opportunities. UniSQ mandates that preservice teachers undergo professional experience placements in block format, e.g., 5 days a week and not as individual or partial days. In case of illness, rescheduling days promptly is crucial to minimize disruptions to professional experience.

Your placement takes priority over other work commitments. Please give your employer plenty of notice, so your employment does not impact on your ability to attend your placement.

Staff Professional Development Days

It is expected that preservice teachers will attend and be involved in Staff Professional Development Days as part of their placement. These days are counted as a legitimate part of your professional experience. However, in some instances, a preservice teacher may not be able to be accommodated due to individual school activities that are planned for the Staff Professional Development Day. In these cases, the preservice teacher will be required to negotiate a make-up day, so that the required total number of days is completed successfully. Preservice teachers can only account for a maximum of 3 x PD days. These days must also be full days of 8hrs.

Absence while on placement

Absences are only accepted due to illness or extenuating personal circumstances. If you are absent during placement, it is your responsibility to inform the site, UniSQ Liaison and the WIL Team before 8am on the day of the absence.

- ✦ If a student is absent from placement for more than three days, a medical certificate or statutory declaration (whichever is appropriate) must be provided to the WIL Team, **within 10 working days of the absence**.
- ✦ Except in extenuating circumstances (and at the discretion of the Professional Experience Convenor), failure to meet the above conditions will result in the award of a **Fail-Not Participate grade**.

Make-up Days

Where you have not completed the required number of placement days for the course, make-up days will be necessary. You must negotiate the make-up for any absence, public holiday, school holiday or any missed day with your supervising teacher and so that the full, specified number of days are completed. These make-up days must be consecutive and happen at the end of the placement date. Once these have been organised, please contact the WIL Team so adjustments can be made to the placement record and final reports. Organising the make-up days into separate days over a period of time is not acceptable.

Student Initiated Placement Withdrawal

It is recommended that a preservice teacher discuss their withdrawal from placement with their Liaison and WIL Team prior to doing so. This is because the student's reasons for withdrawal needs to be discussed in order to assess subsequent academic action that is appropriate to the circumstances.

In the event of a preservice teacher not commencing or discontinuing a placement, it is the pre-service teacher's responsibility to notify the site, liaison and the WIL Team. Failure to do so can result in a fail result for the placement. Please be aware academic or financial penalties may apply depending on when in the Trimester you withdraw from placement.

Site Initiated Placement Withdrawal

A site may request termination of a preservice teacher's placement for the following reasons:

- changes in their capacity, availability or other operational reasons not associated with the preservice teacher (for example, lack of appropriate work experiences, staff changes or sickness/ill health of field educator)
- the preservice teacher is consistently unable to perform satisfactorily with an appropriate or a reasonable level of supervision
- the preservice teacher performs in a manner detrimental to the professional experience of other students
- the preservice teacher breaches the legal, ethical or professional codes of the organisation providing the placement
- the preservice teacher demonstrates gross negligence in the performance of an assigned duty
- the preservice teacher behaves in a manner deemed to constitute misconduct or gross misconduct
- the preservice teacher fails to disclose information prior to commencing placement that impacts on their ability to meet duty of care requirements to themselves and agency clients or staff.

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

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

Other reasons for failing a placement course

- You cease or withdraw from a placement without providing appropriate documentation or evidence. Non-attendance at placement without supporting evidence or explanation is considered withdrawal from the placement. (E.g. student fails to inform Placement Coordinator and WIL Team of any injury or illness which renders the student unable to attend placement for a considerable timeframe, and then results in the student being unable to complete required hours within allocated timeframe. To avoid this, you must inform the Placement Coordinator and WIL Team, provide a medical certificate, and request an extension for the timeframe that the student is medically unfit to attend placement);
- You do not show any progress or learning following formative or mid-point feedback, or performance remains unsatisfactory at the end of placement, as indicated by supervisor's evaluation;
- You do not abide by relevant UniSQ or accrediting body Codes of Conduct, relevant laws of the land and workplace procedures, and/or behaves in an unprofessional manner, or acts outside scope of practice, or participates in behaviours that may actually or potentially cause injury to self or others, or participates in any conduct or behaviour that could reasonably be interpreted as harassment, discriminatory, offensive, or unreasonably embarrassing to others;
- You fail to finalise all placement-related assessments and paperwork within the prescribed timeframe.

Professional Support

Your health and wellbeing is important to us at UniSQ. If you require personal support, you can engage in UniSQ's free, confidential and professional counselling and health services. An appointment can be made by phoning +61 7 4631 2372, or booked [online](#), or by sending an email to supportforlearning@unisq.edu.au [mailto:](#)

Please note, this is not a crisis service and is only open from 9.00 am- 5.00 pm AEST Monday to Friday. If you require more urgent or immediate support, the free services listed below can provide support 24 hours a day, 7 days a week:

- [Lifeline](#) - 13 11 34
- [Suicide Call Back Service](#) - 1300 659 467
- [Mental Health Access Line](#)- 1300 642 255
- [Nurse & Midwife Support](#) – 1800 677 887
- [Critical incident on UniSQ placement](#) - 1300 998 236
- **Emergency medical treatment – 000**

If you require support at any of stage of your study, you can access [Student support](#) services for health, counselling and wellbeing via UConnect for *confidential* support including emergency contact details.

There are several policies to ensure that students get proper support and perform their placements upholding university's reputation. These are as follows:

[Equity in Education Policy and Procedure](#)

[Harassment and Discrimination Complaint Resolution for Students Policy and Procedure](#) [Student Code of Conduct Policy](#)

[Student General Misconduct Procedure](#)

[Assessment of Compassionate and Compelling Circumstances Procedure](#)

[Students with a Disability Policy and Procedure](#)

Insurance, Emergencies and Risk Management

All sites should have a Workplace Health and Safety Policy and a Risk Management Policy. As you begin your placement you should become familiar with these policies.

You may be required to be proactive and ask your site coordinator or supervising teacher about these policies. You may be required to sign off on your understanding of some of the site policies. Some sites require you to attend special health and safety preparation. You should ensure that you provide your workplace site with your contact details for health and safety purposes

In the event that an adverse incident or injury occurs while you are on placement, please comply with the Site's Work Health & Safety (WH&S) policies. You must also review the information found on [SafeTrak](#) and complete the relevant incident or hazard report. (See 'Reporting an Incident').

Insurance information while on placement

For insurance purposes, "placement" is defined as practical work experience activities, research or training that is a compulsory requirement of your course or program. If you are undertaking an authorised placement through UniSQ, you will be covered by the following types of insurance (as applicable) provided you are adequately supervised (while on placement) and all mandatory documentation has been submitted and verified (subject to policy exclusions and limitations):

- ✧ Public liability
- ✧ Professional Indemnity
- ✧ Personal Accident
- ✧ Personal Injury

The University's personal injury policy covers you in the event you are injured on placement. For further information (or to lodge a claim), please contact the Risk Management, Compliance and Insurance team at insurance@unisq.edu.au

Insurance information for Student Placement

Please note that your personal belongings and motor vehicle will not be covered by the University's insurance policies. Preservice teachers are advised to ensure their vehicle is registered and comprehensively insured to cover damages to their own vehicle or personal injury or property damage to a third party in the event of an accident.

Driving while on placement

Preservice teachers should not drive vehicles belonging to the placement organisation; you are only permitted to travel in vehicles belonging to the organisation as passengers and must be accompanied by a site employee/supervisor during any trips made in motor vehicles.

If you are travelling to and from placements in their personal vehicle, you need to be aware that using personal vehicles will be at your own risk and any damage would be at your own expense. If you use your personal vehicles, you should ensure you have sufficient insurance in place as Compulsory Third Party (CTP insurance) included in your vehicle registration, will only cover damage to third party property. You should also be reminded you must comply with university policies and procedures, including the [Travel Procedure](#), the [Motor Vehicles and Travel Fatigue Procedure](#), [Risk Management Policy and Procedure](#) and the [Incident and Hazard Reporting and Investigation Procedure](#).

Preservice teachers using a third-party vehicle should be covered for any damage they cause to this vehicle under the third party's insurance policy; however, it would be prudent to check the details of the policy. The University's Motor Vehicle policy only provides cover for university vehicles e.g. pool and salary packaged vehicles. It does not extend to personal vehicles, even if used in the course of a university approved activity.

Risk Management

As you take part in the placement program, it is essential that you are aware of the hazards that could occur during placement. You have an obligation to protect yourself and minimise any potential incident from an identified hazard. Below are some common hazards that you might encounter and some strategies to minimise the associated risk. If at any time on a placement you feel unsafe or uncomfortable with a possible or actual risk, you must notify your Liaison.

Student travel to and from placements

If you are driving to a placement, it is important that you [practice safe driving](#). If you are on prescribed medications consult your General Practitioner as to whether it is safe for you to drive. Remember to park your vehicle in areas that the site has deemed suitable for staff to park. If you are leaving an agency after hours remember to abide by the security conditions of the agency to **minimise any risk to yourself**.

Extenuating Circumstances or Disaster Management processes

If a serious situation arises that results in an agency activating their disaster management plan, it is vital that **preservice teachers follow the lead of the staff** within the site. These events might include utilities failure, flood, fire, ward closure, codes for violent behaviours or any other significant event.

If at any time while on placement you feel unsafe or are not comfortable with a potential or actual risk, you must **notify the Site Coordinator**.

Psychological risk

If you believe that you are being **bullied or harassed** while on placement you should try to raise the issue with the person if possible, or speak to your supervising teacher. If you feel uncomfortable with addressing the situation with the person involved **you MUST contact** the Site Coordinator or Liaison to discuss the matter further so help or intervention can be provided. Student services can provide you with support and guidance while a management plan is decided. Please refer to [complaints and grievances definitions and policies](#).

Reporting an incident

If you have an injury or an incident while you are on placement, **you must report it to your Supervising Teacher and the site contact immediately**. You will be required to complete an incident report for the site. This must be done as soon as possible after the incident. Once this is completed, please make sure you keep a copy of this report.

You will then need to notify the University by logging onto [SafeTrak](#) on UniSQ Safety Central and completing a UniSQ incident form.

- Review the information on the SafeTrak page then click on the box that says 'Enter here'
- On the next page click onto the 'Incident/Hazard Reporting' box
- On the next page if reporting a hazard, click on the 'Student Hazard' box; if reporting an incident, click on the 'Student Incident' box.
- Complete the relevant report and this will be sent to your course coordinator for review.

When submitting a SafeTrak incident please ensure that the below information is included as part of the application:

- Assign incident to Manager/Supervisor – Marthy Watson
- Business Unit/Faculty – School of Education

Issues of Concern to You while on Placement

Most preservice teachers have a positive experience on placement but occasionally events arise that can be concerning to you. As a student, should you find yourself in this situation you are encouraged to voice your concerns in the first instance to your supervising teacher or site coordinator, if you feel comfortable. If the issue is not successfully resolved, please contact your Liaison to discuss options and possible solutions.

Student Professional Expectations

These guidelines are designed to provide you with support regarding what is expected from you, your responsibilities and the appropriate conduct and behaviour while on placement. These rules are in place to acknowledge the right of staff and students to feel secure in a professional environment where you have the privilege to learn from them.

Code of Conduct

While on placement you are representing the University of Southern Queensland (UniSQ) and as such are required to comply with the UniSQ [Student General Conduct Policy](#), adhere to workplace procedures, and follow all reasonable directions by your supervising teacher or site coordinator. Please behave appropriately with respect, humility and good manners with staff, students, families, and other members of the university and profession. All persons involved in dealing with preservice teachers have been asked to report both exemplary and negative behaviours. If there is a breach of this policy, preservice teachers may be asked to leave a placement and will be dealt with as per the UniSQ [Student General Misconduct Procedure](#).

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

Other relevant resources:

- [Academic Misconduct Policy](#)
- QCT: Code of Ethics for Teachers Queensland: [Code of Ethics for Teachers Qld | QCT](#)
- QCT: Professional Boundaries: A Guideline for Queensland Teachers: [Professional Boundaries for Teachers Qld | QCT](#)

Duty of Care

Supervising teachers have a legal responsibility for the physical and intellectual wellbeing of their students at all times.

However, should harm come to any student through negligence, or poor judgment on the part of any pre-service teacher it might be expected that both pre-service teacher and the supervising teacher could be held responsible, especially if such harm had been reasonably foreseeable by either party.

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

Policies and ethical guidelines

Discrimination

If you encounter any form of discrimination, discuss this issue with your supervising teacher (if appropriate), then with the site coordinator if the practice does not cease. You must also contact your UniSQ Liaison. If you are unsure of how to proceed contact the WIL Team. You can also contact UniSQ Equity Officers. They will advise on procedures available to you.

Related Documents

[Prevention of Discrimination, Bullying and Harassment Procedure](#)

[Harassment and Discrimination Complaint Resolution for Students Policy and Procedure](#)

Anti-Discrimination Commission Queensland: getting to know the law: QHRC: Discrimination

Confidentiality

Preservice teachers should exercise great caution before releasing any information obtained directly or indirectly about the people, projects or site business connected with their placement, whether it relates to specific cases or to policy matters. In particular, any information related to users of the site's services must be presumed confidential unless stated otherwise.

You must maintain confidentiality at all times and never discuss stakeholders using identifying information at home, in the classroom or online, including via Facebook, Twitter or other social media sites. Confidential information also includes intellectual property pertaining to the particular agency. If in doubt about the confidentiality of material, you should seek advice from your Liaison. You must adhere to the Information Privacy Act 2009 (QLD) (IP Act), and ensure you are aware of your responsibilities and obligations under this Act.

Student Information Disclosure

A situation may arise where a student at your host site discloses personal information that relates to sexual assault, neglect or abuse. Staff members have legal obligations depending on the type of information disclosed which may require reporting specific events to police, even if this means breaking the student's confidence. The site will have a policy and procedure to follow. You must ensure you know and understand this information and report any incident to the site coordinator.

Defamation

Abuse of confidentiality and/or criticism of site personnel in a defamatory way could result in a civil court action taken against you by a person who believes he/she has been defamed.

Corporal Punishment

Corporal punishment is illegal in Australian schools.

Relationship with Students

Teachers are recognised as having a significant duty of care for all students, so the relationships established with students must be based on respect and trust, considering the best interests of the student first. It is NEVER appropriate for you to engage in a personal relationship with a student even after the placement has been completed. This would be a significant abuse of the trust placed in the site community (including pre-service teachers) by a student's family.

Legislation has been passed to comprehensively protect students from sexual abuse and other inappropriate conduct by those working with children. Pre-service teachers who are unsure how to act or respond in a particular situation should consult with their supervisor, site coordinator, Liaison, or contact the WIL Team. The QCT website also provides access to further resources and information on this area.

Getting the most out of your placement

You are responsible for making the most out of the learning opportunities while undertaking your placement. You should:

- ✦ Introduce yourself to the staff within the area you will be working
- ✦ Come prepared with learning objectives
- ✦ Be engaged in all activities
- ✦ Be punctual and dressed appropriately
- ✦ Take time to effectively communicate with the person overseeing your placement to ensure your placements goals, personal strengths and expectations can be achieved.
- ✦ Seek feedback
- ✦ Achieve a satisfactory grade on the assessment items
- ✦ Attend the full amount of days allocated for your placement course
- ✦ Bring your placement guide/workbook/portfolio documents to placement each day
- ✦ Demonstrate a professional attitude in all areas of your placement and be respectful, appreciative and open to opportunities to learn and take on board feedback from your supervisor.

Student Presentation

It is expected that preservice teachers will present to placement well-groomed and in professional attire. Smart casual dress is usually appropriate however it is wise to be aware of the context of your environment. Some sites have strict dress codes and you would be advised to contact the site coordinator to confirm their specific requirements.

Prohibited use of substances

Alcohol consumption and other recreational or illicit drug use immediately before or during placement attendance is prohibited. It is your responsibility to ensure you have a zero blood alcohol level and haven't consumed drugs which may adversely affect your performance on placement. Smoking is only permitted in designated smoking areas.

Mobile Phones

Must be on silent or vibrate only, within a site and only emergency phone calls answered. Phones **must not** be used to acquire images/photographs/video/audio.

Preservice teachers are not permitted to use a mobile phone or other electronic devices while attending placement, unless requested by the supervising teacher for placement activities. If you must be contactable by mobile phone (emergency only) permission must be gained from the supervising teacher or site coordinator.

Photographs or Recording

At no time can any photograph, image capture or recording be taken while attending a placement. It is an offence to take photos of minors without the express written permission and consent of their legal parents or guardians. Request clarification with the site and/or your supervising teacher, e.g., many sites have a blanket permission for the full year with each family, other sites have a policy of distributing messages to families where only families refusing permission are required to return the forms. There are several variations of how this is managed in sites.

Roles and Responsibilities for Placement

This section outlines the role expectations of all involved in the professional experience placement. It is important that site coordinators and supervising teachers are aware of their role as well as what is expected of pre-service teachers and UniSQ liaisons.

University

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

A professional experience guide is available online for pre-service teachers, sites and site staff to access at any time. This documentation is provided to support the site in understanding the pre-service teacher's development and a framework for evaluating their progress.

Site Coordinators

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

- a) Ensuring the pre-service teacher is placed in appropriate learning environments.
- b) Organising the orientation and induction of the pre-service teacher.
- c) Facilitating an introduction of the pre-service teacher to the supervising teacher.
- d) Allocating suitable workspace for the pre-service teacher.
- e) Distributing professional experience guides to the supervising teachers or the online link to access all necessary documents.
- f) Discussing expectations of placement with the supervising teacher
- g) Monitoring the placement through conversations and observations.
- h) Confering with the UniSQ Liaison and identifying actions required around At-Risk students.
- i) Providing support to the supervising teachers in the assessment of pre-service teachers.
- j) Completing the online reporting within five (5) days of the placement conclusion and coordinating pay claims for supervising teachers.

Supervising Teachers

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

- a) Being familiar with UniSQ professional experience requirements as well as assessment and reporting requirements.
- b) Being available to speak to the pre-service teacher before placement for pre-planning purposes.
- c) Pre-service teachers on a supervised placement do not hold teacher registration and therefore cannot be left with students on their own (unsupervised). The supervising teacher has a duty of care to both the pre-service teacher and the student. Maintaining supervision of the pre-service teacher at all times when they are engaging in teaching tasks, playground/bus duty and excursions.
- d) Providing written and verbal feedback to the pre-service teacher on their progress on a regular basis.
- e) Discussing the requirements for successful completion with the pre-service teacher, including demonstrations of particular skills as required.
- f) Providing learning opportunities for the pre-service teacher and advising on teaching practice as required.
- g) Being available to meet the UniSQ liaison and coordinating (where possible) liaison observation opportunities.
- h) Alerting the UniSQ liaison and the WIL Team immediately should there be instances of unprofessional behaviour; excessive absences or where the pre-service teacher is at risk of failing (Refer to At-Risk process) generally before Day five (5) of the placement.
- i) Completing both interim and final reports to confirm pass/ fail with the site coordinator, including the number of days in attendance.
- j) Ensuring pay claim details are provided to the supervising teacher.
- k) In most cases, when a pre-service teacher needs to be placed At-Risk, opportunities are afforded to improve specific practices before a fail grade can be applied. The exception occurs in the case of gross misconduct where dismissal is immediate.

- i) Where the pre-service teacher does not meet the requirements of the At-Risk action, they will receive a fail grade. Exceptions to the At-Risk process need to be discussed with the Professional Experience Convenor who can be contacted through the placement team.

Professional Development Opportunities for Supervising Teachers

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

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

The University is also committed to providing opportunities for supervising teachers to advance their skills in supervising and supervising our pre-service teachers and suggest the following training:

- Professional development opportunities available under the Queensland College of Teachers website at: [Professional Development for Teachers - CPD Record | QCT](#)
- Professional development opportunities available with the Department of Education and Training (VIC) found at [Information for schools | schools.vic.gov.au](#)

University Liaison

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

- Connecting with the site coordinator prior to the placement.
- Connecting with the pre-service teacher prior to the placement.
- Contacting the site coordinator on the first day of placement to confirm attendance of pre-service teachers.
- Maintaining regular contact with the site to ensure the pre-service teacher is achieving the goals and expectations of the placement.
- Maintaining contact with the pre-service teacher to ensure they are achieving the goals and expectations of the placement.
- Observing (where possible) the pre-service teacher undertaking teaching tasks and providing feedback on performance.
- Reminding the site of reporting requirements, assisting where necessary or requested.
- Reminding pre-service teacher of the requirement to collect, store and upload their professional experience reports where necessary.
- Advising the placement team of any concerns as soon as they are identified.
- Supporting the site as necessary to make an At-Risk decision, thus implementing the full process.
- Completing the At-Risk forms for actioning an 'A team' member.
- Receiving and forwarding the Formal Feedback report generated by the supervising teacher to support the decision of actioning the At-Risk process.

Preservice Teacher

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

- Contacting the site coordinator and supervising teacher before commencing professional experience placement.
- Pre-planning with the site before professional experience.
- Applying appropriate professional knowledge, practice, engagement, skill and conduct while attending the professional experience.
- Engaging with the feedback provided by all teaching staff.
- Planning relevant, coherent, purposeful learning episodes as directed. Providing written plans to your supervising teacher at least 24 hours before teaching the learning episode.
- Being involved with all aspects of teaching and learning during professional experience.
- Demonstrating initiative and commitment to teaching and the profession.

- Communicating in a professional manner with all members of the community at the site and professional staff at UniSQ.
- Considering the Code of Ethics and Professional Conduct in all interactions with staff and students.
- Exercising a duty of care for all students/children and following reasonable instructions for your own safety.
- Upholding professional dress standards and behaviours especially in relation to mobile technology.
- Collecting evidence of your professional experience including observation and feedback of your teaching practice.
- Returning all resources and teaching materials and thanking all staff involved in your placement at the completion of placement or the point of withdrawal.
- Attending all required days of the placement in a timely manner. The block allocation of professional experience is scheduled for consecutive days to enable best practice opportunities for developmental learning (and to meet external requirements). Illness days should be rescheduled as urgently as possible for minimising placement disruptions and ensuring optimal opportunity to collect appropriate data for assessment requirements if/as required.

Pre-Service Teacher role in the At-Risk process

If a pre-service teacher is identified as being "at-risk" of failing, a meeting must be arranged with the UniSQ liaison, supervising teacher/s, and site coordinator to offer feedback and support.

- At this meeting, the pre-service teacher will be notified of their situation and all areas of concern will be identified in writing.
- Parties will then work together to identify actions or strategies to support the pre-service teacher and help them improve their skills, behaviours, and practices in the required areas.
- It is the responsibility of the pre-service teacher to undertake to improve and demonstrate sufficient improvement to be considered for a passing grade.
- It is important that the pre-service teacher accepts all additional support offered.

(See additional information regarding the process on page 25 - **At-Risk Required Process**).

WIL Officer

WIL Officers are the qualified administrative employees of the university who are responsible for coordinating the placement arrangements for the pre-service teacher. An important element of professional coordination is fostering productive and reciprocal partnerships between sites, the university and preservice teachers. WIL Officers ensure that all professional participants (student, liaison, supervisors, and other staff members) are adequately qualified, trained, inducted and supervised to undertake the proposed professional.

WIL Officers have responsibility for the following areas:

- Developing and maintaining administrative resources to ensure best practice during the professional placement.
- Ensuring that all information has been provided to the students, sites and supervisors, with the placement arrangements confirmed in writing.
- Managing the mandatory documents associated with placements on InPlace.
- Responding to site coordinators or student queries in a timely manner.

Placement Assessment Requirements

Reporting

It is the responsibility of each pre-service teacher to ensure that they do not leave the site of each placement, without receiving their professional experience report, evidence of practice and, where appropriate, a reference from their supervising teacher.

Assessment Scores Evidence for the APST descriptors:

D	Developing skills and knowledge
A	Achieving skills and knowledge
E	Exceeding skills and knowledge

Preservice teachers should receive a significant majority of Achieving (A) or Exceeding (E) results in each of the respective APST sections to pass the professional experience placement. However, as a registered and experienced teacher, the university relies on your professional and considered judgement as to whether or not the pre-service teacher should pass the professional experience placement. This result should be determined bearing in mind the pre-service teacher's stage of development, skills, knowledge and behavioural expectations in the progress of the Initial Teacher Education program.

Interim Survey and Formal Feedback Report

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

The Interim indicator survey is sent to the supervising teacher(s) on day 5 of each placement. This survey is submitted to the University to indicate pre-service progression to date and the required ongoing level of support.

Please note: The Interim Indicator Survey (sent to supervising teacher/s) on day 5 of each placement) activates additional and at-risk support process if required.

Final Report

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

The Professional Experience Report is completed at the end of each placement and the supervising teacher submits the report online. It is the responsibility of both the supervising teacher and the site coordinator to ensure that this is completed within 5 days of the placement completion. The online final report will be emailed to the supervising teacher approximately 3 days prior to the placement end date.

The site coordinator also files the report at the site. These are important components required for initial teacher registration.

As highlighted in the professional experience requirements, the preservice teacher must complete a minimum number of days for registration. On completion of this notification, a final grade can be awarded for your course. The Work Integrated Learning Team is responsible for obtaining the online final report. It is not the preservice teacher's responsibility to contact the site for this information.

At-Risk – Action Required Process

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

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

The At-Risk process is as follows:

- Following regular feedback (copies kept by supervising teacher) and completion of the formal feedback report, the site coordinator will identify concerns with the performance of the pre-service teacher.
- The supervising teacher, in collaboration with the UniSQ liaison, will document the areas of weakness on the At-Risk Form and forward it to the WIL Team. A copy is kept by the pre-service teacher and the site.
- The UniSQ liaison may be required to support the site to make the final decision.
- The At-Risk form ensures all participants understand the entire process.
- On receipt of the At-Risk form, an 'A team' Liaison is activated.
- The 'A team' Liaison and the Professional Experience Convenor will provide additional support to the pre-service teacher and supervising teacher where appropriate.

The pre-service teacher will pass/fail the professional experience based on their level of competency adhering to the originally determined placement dates. No additional time is provided to improve the At-Risk decision.

Pre-service teachers may be required to observe others in practice or be observed as part of the At-Risk process.

A pre-service teacher will be awarded a pass for the professional experience when they have made improvements that meet the standard requirements of the placement in the identified areas and also meet the requirements of the professional experience in the required number of days.

A pre-service teacher will be awarded a fail for professional experience when they have not demonstrated adequate improvement and/or not attended the required number of days. The pre-service teacher will fail if they withdraw or the site concludes the experience by withdrawing the *offer* of a place. The pre-service teacher then ends the placement as professionally as possible.

The 'A Team' Liaison may assist the conclusion of the placement and allow the pre-service teacher to exit as gracefully as possible and thank the site for their support.

A breach of the site's code of conduct or a determination of unprofessional behaviour may result in the university or the site advising of an immediate withdrawal from the site. This will result in an immediate fail grade and does not require the usual attendance of the 'A Team' liaison.

The At-Risk Form is a part of the process and the documentation by the supervising teaching, including copies of written feedback and the formal feedback report, are all evidence of performance. It is imperative that the professional judgement of At Risk is defensible and the At-Risk process assists in documenting the pre-service teacher's weaknesses and areas requiring improvement.

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

Placement Results

The Work Integrated Learning Team will follow up on your placement results within a week of you completing your placement. There is no need for you to follow up these results with your Supervising Teacher or Site Coordinator.

You will be able to view your placement result in In Place. The status of your placement will be updated to "completed" at the end of the semester, around the time of the results release.

2024 Student Placement Declaration

This document is a mandatory pre-placement document for all students enrolled in a placement course with the University of Southern Queensland. This document is a summary of your responsibilities to UniSQ and our sites prior to, during and after your placement. Please tick each box to acknowledge that you understand and will fulfill these requirements. Complete the signature and witness section and submit this declaration via [InPlace](#).

Overarching requirements are:

- meeting the academic pre-requisites (including Blue Card requirements) for the placement course
- ensuring you are enrolled in any placement courses for the relevant period of study
- checking student emails and other communication channels regularly

To prepare for my placement **prior to placement release**, I understand that I must:

- ☐ Submit my mandatory documents and Request to Source Placement Information by the deadlines provided and ensure they remain current during for my placement timeframe.
- ☐ Declare any perceived, potential or actual conflicts of interest.
- ☐ For insurance purposes, declare any pre-existing medical conditions that could affect my safety during placement.
- ☐ Acknowledge that I may not be given a placement at my preferred location and that I may be required to travel more than 1 hour to attend placement.

To prepare for my placement **after placement release**, I will:

- ☐ Organise leave, personal commitments, my UniSQ Placement Uniform (optional) and ID Card etc.
- ☐ Ensure I am familiar with the insurance and emergency contact information.

During and after my placement, I will:

- ☐ Present professionally with my student ID card and Blue Card.
- ☐ Abide by professional expectations, codes, standards and practices for my discipline.
- ☐ Notify my Supervisor, Placement Coordinator and UniSQ WIL Team of any absences.
- ☐ Report any incidents while on placement as per the UniSQ guidelines.
- ☐ Keep copies of all my placement assessments and timesheets.
- ☐ Notify the WIL Team of any make-up requirements.

- ☐ I declare that I have read and understood the information outlined in the Placement Guide and Placement website.
- ☐ I declare that I have read the UniSQ [Student Code of Conduct Policy](#) and agree to uphold all student expectations stated.
- ☐ I understand that I need to contact the Work Integrated Learning (WIL) Office if I am unable to meet the obligations for placement at any stage of my course progression.
- ☐ I understand and accept that I may be unenrolled from a placement course if I do not meet the mandatory document requirements within the timeframes required.
- ☐ I understand and consent to the University providing relevant personal/health (including mandatory document) information about me to placement facilities as necessary for placement purposes only.
- ☐ I understand that I must notify the Placement Coordinator of any written notices issued by the accrediting body or associated bodies of my program of study as soon as I am notified of such a notice.
- ☐ I understand and accept my student responsibilities as outlined in the Placement Guide
- ☐ I understand that failure to meet the Inherent Requirements (allowing for reasonable adjustments where possible) may mean that I am not accepted for clinical placement and that this will prevent my progression and completion of my chosen program

Student Name: _____

Student Signature: _____

Date: _____

Appendices

2024 Undergraduate Professional Experience Matrix

Bachelor programs (Early Childhood, Primary, Secondary)

The sequence of courses with embedded professional experience is shown vertically by specialisation. The Bachelor of Early Childhood (BECH) a 3-year qualification that is accredited with ACECQA. The Bachelor of Education programs (Bachelor of Education (Early Childhood) (BEED), Bachelor of Early Childhood (BECH) and Bachelor of Education (Secondary) (BSED)) allow graduates to be eligible to apply for teacher registration with relevant teaching authorities, and the BEED is accredited with both QCT and ACECQA.

At UniSQ, professional experience is a requirement for a course and the specified number of days are stated in the course specification. The Professional Experience Calendar indicates the structure and timing of placements. The placement is an assessable item which is composed of both contextual, academic and practical components. Successful completion of both LANTITE tests is required prior to graduation and EDU4100 with the GTPA occurs in the final year of the program.

	BECH	BEED Early Childhood	BPED Primary	BSED Secondary
Year 1	EDU1100 10 days: P-Yr 3 or 2-4 years old (RT - Centre) 2 week block Site A school / Site C centre T2, T3	EDU1100 10 days: P-Yr3 2 week block Site A school T2, T3	EDU1100 10 days 2 week block Site A school T2, T3	EDU1100 10 days: one or both teaching areas 2 week block Site A school T2, T3
Year 2	EDE3103 (Last offer T2, 2024) 15 days: Kindy (RT - Centre) 3 week block Site D standalone kindy or attached to Site A / Site C T1, T2	EDE3103 (Last offer T2, 2024) 15 days: Kindy (RT - Centre) 3 week block Site D standalone kindy or attached to Site A / Site C T1, T2	EDP2111 (Last offer T2, 2024) 10 days 2 week block Site A school T1, T2	EDS2401 (Last offer T2, 2024) 15 days: in either teaching area 3 week block Site A school T1, T2
	ECP3200 (Last offer T2, 2024) 15 days: Prep 5 compulsory days and 2 week block Site A school T1, T2	ECP3200 (Last offer T2, 2024) 15 days: Prep 5 compulsory days and 2 week block Site A school T1, T2	EDP2222 (Last offer T2, 2024) 10 days 2 week block Site A school T1, T2	ESP3100 (Last offer T2, 2025) 15 days: in either teaching area 3 week block Site A school T1, T2
Year 3	ECF3100 (Last offer T2, 2025) 15 days: Birth – 2 years 5 compulsory days and 2 week block Site C centre T1, T2	ECF3100 (Last offer T2, 2025) 15 days: Birth – 2 years 5 compulsory days and 2 week block Site C centre T1, T2	EPP3100 (Last offer T1, 2025) 15 days at the start of the school year in Jan/Feb 3 week block Site B school T1 only	ESP2200 (Last offer T1, 2025) 15 days: in Year 11 and/or 12 classes 3 week block Site B school T1, T3
	ECL2200 (Last offer T2, 2025) 15 days: Prep – Year 3 3 week block Site B school T1, T2	ECL2200 (Last offer T2, 2025) 15 days: Prep – Year 3 3 week block Site B school T1, T2	EPP3200 (Last offer T2, 2025) 15 days 3 week block Site B school T1, T2	N/A You will need to have studied at least 8 discipline courses at this stage of your program
Year 4	N/A	EDU4100 (GTPA) 25 days: Prep – Year 3 (with preference for Prep – Yr 1 and exposure to upper primary by observing at least one lesson in Yr 4 - Yr 6) 5 week block Return to any previous school (Site A or Site B) T1, T2	EDU4100 (GTPA) 25 days: Prep – Yr 6 5 week block Return to any previous school (Site A or Site B) T1, T2	EDU4100 (GTPA) 25 days: with preference for major area 5 week block Return to any previous school (Site A or Site B) T1, T2

Checklist for Successful Professional Experience

Checklist for Supervising Teacher

Being a supervising teacher with a focus on a successful professional experience requires preparation before the pre-service teacher arrives, support when they are working with you and finally, assessment of their progress. This section will assist you in providing a meaningful experience for the pre-service teacher with minimal disruption to your usual practices.

Prior to Professional Experience

- ☐ Meet with the pre-service teacher either in person or via phone/email and:
 - ☐ Outline expectations and responsibilities within the class and the site.
 - ☐ Outline routines that you expect and behaviour management policies.
 - ☐ Provide details for pre-planning including class demographics and specific learning needs of students.
 - ☐ Discuss the implications of student learning needs with the pre-service teacher to support their preparation.
 - ☐ Be familiar with the requirements of professional experience.
 - ☐ Be familiar with the assessment and reporting requirements.
 - ☐ Be in contact with site coordinator and UniSQ liaison.

During Professional Experience

- ☐ Remain in contact and provide updates to the site coordinator and UniSQ liaison.
- ☐ Provide guidance and feedback on lessons that are provided at least 24 hours before learning episodes are undertaken.
- ☐ Provide feedback for learning episodes that the pre-service teacher undertakes (observation forms are available via the online site)
- ☐ Discuss requirements of successful completion of the professional experience with the pre-service teacher as early as possible during the professional experience.
- ☐ Provide support around the collection of evidence of their professional practice.
- ☐ Do not leave the pre-service teacher unattended whilst teaching or on duty.
- ☐ Involve them in all your classes and activities and provide feedback on their observations.
- ☐ Complete the Formal Feedback report and advise the site coordinator and liaison of enacting the At-Risk process if this is necessary.
- ☐ Be prepared for a UniSQ liaison to visit and observe practice of the pre-service educator and to discuss progress (utilising Formal Feedback report).
- ☐ If the pre-service teacher has breached any site, department or the UniSQ Codes of Conduct please notify the Site coordinator and UniSQ Liaison immediately. This may result in immediate dismissal from the site.

After Professional Experience

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

Checklist for Pre-Service Teacher

It is important as a pre-service teacher that you are aware of your own and 'others' roles and responsibilities towards making the professional experience a success.

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

- ☐ Did you engage in pre-planning with your supervising teacher?
- ☐ Have you met all the expectations listed above from the university?
- ☐ Did you complete all tasks and show initiative?
- ☐ Did you show your teacher your learning episode planning a minimum of 24 hours before you taught?
- ☐ Did you dress appropriately?
- ☐ Did you consistently interact professionally with all staff and students,
- ☐ Did you take on board all appropriate feedback and modify your practice?
- ☐ Did you take a range of written observations of your supervising teacher and others? Did you apply these ideas in your own practice?
- ☐ Have you collected evidence of your practice for inclusion in your portfolio?
- ☐ Did you return all resources and thank your teacher? The importance of being a responsible, ethical and professional pre-service teacher needs to be emphasised.

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



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