



Professional Experience Book

MLAD and MEd



Important contacts

Professional Experience Director:

Tania Leach

Academic Program Support Manager:

Renae Cherry

USQ Placements Office
University of Southern Queensland
Toowoomba QLD 4350

Phone: 07 4631 2359

Fax: 07 4631 2598

Students to use the following email:

BELA.placements@usq.edu.au

Sites to use the following email:

professional.experience@usq.edu.au

Professional Experience website

www.usq.edu.au/education/professional-experience

InPlace website

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

Purpose of this Book

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

This book contains the following:

1. The roles of schools, site coordinators, supervising teachers, university liaisons
2. Support in place
3. Responsibilities and expectations before, during and after professional experience.

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The University of Southern Queensland

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

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

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

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

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

The Professional Experience Placement Process

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

Blue Card: Working with Children Check

A valid working with children check is a mandatory **requirement** of all enrolled in Initial Teacher Education. In Queensland, this means you must have a current "Blue Card". The equivalent Working with Children Check information for other states can be found at www.usq.edu.au/current-students/academic/education-placements/blue-cards.

Evidence that you hold a current Working with Children Check and further training/certificates (where applicable) is required **before** you commence your study and once granted the Working with Children Checks and training certificates must remain current while engaging in child-related activities.

In the first instance, you should submit your application through USQ for Queensland based students applying for Blue Cards or with the appropriate agency at the time of your enrolment at USQ. This will enable the receipt of your Blue Card application or Working with Children Check for processing well before your first professional placement in schools.

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

Provided a Blue Card renewal application has been submitted at least 30 days before expiry of the current card, the Blue Card will remain active while the renewal application is processed. Approvals can take extended time to be processed. Blue Card holders may apply for renewal of the card, up to 16 weeks before the expiry date. Please ensure you are aware of the required timelines in order to receive your Blue Card approval in time for professional experience by going to www.bluecard.qld.gov.au

The University of Southern Queensland has no jurisdiction over Blue Card services or equivalent services in other jurisdictions. As such, there can be lengthy delays in processing your application or renewal. Please keep details up to date with Blue Card Services or equivalent services. An expired or close to expiry Blue Card or equivalent such as Working with Children Check excludes the pre-service teacher from undertaking professional experience. It is advisable that pre-service teachers do not enrol in a course that contains a professional experience opportunity unless they can confirm the Blue Card or Working with Children Check is fully current for the entire semester of course enrolment. Untimely expiry will certainly delay progress through the program.

Travel expectations

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

Professional Experience Registration (In Place)

In Place is the software that USQ uses to manage all your placement information. When you enrol into a placement course for the first time in your program, you will automatically gain access to In Place. Use your USQ student credentials to log in.

When you enrol into a placement course you will be asked to complete a Placement request, confirm your blue card details or equivalent and complete all your mandatory requirements.

Please do this as soon as you enrol into a placement course. We cannot place you until you have undertaken all these requirements.

RESOURCES

- In Place website: <https://inplace.usq.edu.au/>

Notification of Placements

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

Variation to professional experience (Change of Date)

Professional experience is a compulsory component of courses and integral to the completion of assessment tasks. Dates are selected to support students' capacity to apply the theory of the coursework in the professional experience placement and/ or to gather evidence to assist completion of the associated assessment tasks. Pre-service teachers are advised not to select a course that includes professional experience in a semester where they are unable to meet the specified requirements of professional experience as outlined. Additional courses selected for the same semester as a professional experience course are not required to consider the professional experience placement as a reason for an extension request. Therefore, adherence to your advised enrolment pattern may assist to minimise possible assessment conflicts.

Application regarding variation to professional experience will be considered by the professional experience coordinator in line with the USQ Assessment Policy. Evidence that meets the policy criteria, is required to support your extension applications. Any unsupported application may be refused and this may also delay program completion. Your request for a change of date needs to be submitted in writing to:

Bela.Placements@usq.edu.au

Placement results

The placements team will follow up your placement results within a week of you completing your placement. There is no need for you to follow up these results with your supervising teacher or site coordinator.

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

During Professional Experience Responsibilities

This section provides guidelines of professional responsibilities for the pre-service teacher when entering an educational facility. As visitors to an educational setting and as learning members of the profession, pre-service teachers are expected to demonstrate professionalism in all aspects of their approach to professional experience. This section will outline clearly these expectations around dress and conduct to ensure that pre-service teachers are cognisant of behaviour that will enhance the reputation of USQ and reflect the Australian Professional Standards for Teachers.

Attendance

As part of the professional experience requirements, days missed must be completed to be eligible for QCT registration. It is the pre-service teacher's responsibility to notify the site and USQ (through your USQ Liaison or Professional Experience) of any illness or absence before 8am on the day of absence. In the event of a student not commencing or discontinuing a placement, it is the pre-service teacher's responsibility to notify the site and the university. Failure to do so can result in a fail result for the placement. Any concerns or issues please contact the Professional Experience Office or the allocated liaison.

Absences

The specified number of days for each professional experience are required to be completed in order to meet the requirements of the course, of the program, and for teacher registration with QCT. If you are absent for any reason on a scheduled day, inform the site (before 8am) and your USQ liaison. Acceptable reasons for absence from professional experience may include planned or unplanned events. Planned events may include a university examination which requires documentation and organisation prior to placement. An unplanned event may include a condition supported by documentation (e.g. medical certificate). You must negotiate the make-up day for any absence, public holiday, show holiday or any missed day with your supervising teacher so that full, specified number of days are completed. From commencement of the placement an absence or change to the dates of the placement must be reported to the Professional Experience Office. A medical certificate or supporting documentation is required for any absence of three days or more. For Queensland unsupervised placements, USQ will inform QCT on your behalf to adjust the dates of your unsupervised placement for an absence or change of three days or more.

For additional information, please refer to the Change of Date requirements.

Staff Professional Development Days (SPDDs)

It is expected that students will attend and be involved in Staff Professional Development Days as part of their professional experience. These days are counted as a legitimate part of your professional experience. However, in some instances, a student may not be able to be accommodated due to individual school activities that are planned for the Staff Professional Development Day. In these cases, the students will be required to negotiate a make-up day, so that the required total number of days is completed successfully.

Communication

Communication with the University

Communication with University staff can be made via email or telephone at any time during the Professional Experience. The USQ Liaison is the first contact point and you should be proactive in communicating early in the Professional Experience. Your USQ Liaison details will be made available prior to your Professional Experience placement via InPlace.

In situations where difficulties arise or you have been identified as being at risk of failing Professional Experience, the USQ Liaison must be contacted. If you are unable to communicate with your USQ Liaison, contact the Professional Experience Coordinator.

Communication with your placement site

Communication with your placement site must remain professional at all times. Remember that you are a visitor to this workplace. Discuss with your supervising teacher the best method to communicate with them outside of school/centre hours.

Dress

You should be professional in your grooming and dress. Be aware of the context of your environment. Smart casual dress is usually appropriate. Some sites have strict dress codes and you would be advised to contact the site coordinator to confirm their specific requirements. Every Professional Experience placement is subject to acceptance by the allocated site. Preservice teachers are expected to meet their allocated site's requirements for the duration of their placement.

Education placement clothing and name badges are available to purchase from Omnia Books and Beyond omnia.usq.edu.au/store/productcategory/5501

Workplace Health and Safety

All workplace sites should have a Workplace Health and Safety Policy and a Risk Management Policy. As you begin your placement you should become familiar with these policies. You may be required to be proactive and ask your site coordinator or supervising teacher about these policies. You may be required to sign off on your understanding of some of the school policies. Some sites require you to attend special health and safety preparation. **You should ensure that you provide your workplace site with your contact details for health and safety purposes.**

Discrimination

If you encounter any form of discrimination, discuss this issue with your supervising teacher (if appropriate), then with the site coordinator if the practice does not cease. You must also contact your USQ Liaison. If you are unsure of how to proceed contact the Professional Experience Coordinator.

You can also contact USQ Equity Officers. They will advise on procedures available to you.

RELEVANT DOCUMENTS

- Prevention of Discrimination, Bullying and Harassment Procedure:
policy.usq.edu.au/documents/13238PL
- Harassment and Discrimination Complaint Resolution for Students Policy and Procedure:
policy.usq.edu.au/documents/13333PL
- USQ Student Code of Conduct:
policy.usq.edu.au/documents/142753PL
- Anti-Discrimination Commission Queensland:
getting to know the law:
www.adcq.qld.gov.au/resources/brochures-and-guides/brochures/getting-to-know-the-law

Travel

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

Legal responsibilities

You will be expected to conduct yourself in a professional manner while undertaking Professional Experience, and to maintain the highest standards of ethical behaviour in your interactions with others.

Duty of Care

Supervising teachers have a legal responsibility for the physical and intellectual wellbeing of their students at all times. However, should harm come to any student through negligence, or poor judgment on the part of any 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.

Confidentiality

Schools/centres deal with confidential information about students and their families. You are expected to maintain this confidentiality at all times. It is a serious breach if confidentiality is broken.

Student Disclosure

A situation may arise where a student at your host site discloses personal information that relates to sexual assault, neglect or abuse. Staff members have legal obligations depending on the type of information disclosed which may require reporting specific events to police, even if this means

breaking the student's confidence. The site will have a policy and procedure to follow. You must ensure you know and understand this information, and report any incident to the site coordinator.

Defamation

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

Corporal Punishment

Corporal punishment is illegal in Queensland schools.

Relationship with Students

Teachers are recognised as having a significant duty of care for all students, so the relationships established with students must be based on respect and trust, considering the best interests of the student first. It is NEVER appropriate for you to engage in a personal relationship with a student even after the Professional Experience has been completed. This would be a significant abuse of the trust placed in the site community (including 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, USQ Liaison, or contact the Professional Experience Coordinator (Professional.Experience@usq.edu.au). The QCT website also provides access to further resources and information on this area

Code of Conduct

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 Queensland College of Teachers and therefore not able to teach in Queensland schools.

USQ pre-service teachers are also required to abide by the Student Code of Conduct Policy.

RELEVANT RESOURCES:

- USQ Student Code of Conduct Policy:
policy.usq.edu.au/documents/142753PL
- QCT: Code of Ethics for Teachers Queensland
qct.edu.au/standards-and-conduct/code-of-ethics
- QCT: Professional Boundaries:
A Guideline for Queensland Teachers
qct.edu.au/standards-and-conduct/code-of-ethics

Photographing and using children's work

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

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

Discontinuation of placement

Please follow these procedures if you make the decision to withdraw from your placement:

- Inform the Professional Experience Coordinator, your school site coordinator, your USQ Liaison Officer and your course examiner immediately if you decide to discontinue with your placement.
- If you are withdrawing from the course, you will need to withdraw via USQ Study Desk Enrolment (dependent on dates of withdrawal there will likely be academic and/or financial penalties).
- You will need to contact your Program Coordinator for course progression advice.

Sites can choose to discontinue a placement for a variety of reasons, some of which may not be related to the pre-service teacher's conduct. The university's response to the discontinuation of a placement is dependent on the circumstances surrounding the decision. If the discontinuation of a placement is related to internal school/centre organisation and for reasons outside the pre-service 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, it is likely that the placement will need to be repeated in full. Due to the limited number of placements available, it is also possible that another placement may not be able to be found until the following semester in which the course is offered.

Placements will be discontinued if a pre-service teacher breaches the USQ 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 USQ 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.

Support

Whilst on professional experience there are a number of personnel in place to support the pre-service teacher. Initial support is provided by the university liaison, then the course examiner and if necessary the program coordinator. The academics are there to support the pre-service teacher as they navigate the placement.

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

Academic and personal support services

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

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

USQ Liaison

Each pre-service teacher undertaking Professional Experience is allocated a USQ Liaison for the duration of the Professional Experience. Their role is to support you, and your supervising teacher while you are out on Professional Experience. Your USQ Liaison is familiar with the day to day classroom challenges that you may encounter. It is your responsibility to contact your USQ Liaison and to take advantage of their support and assistance. Contact details are available to you via InPlace, in the same section as your site confirmation details.

Counselling Services

The University's Counselling Service provides a professional, confidential and free counselling service to pre-service teachers. Professional Experience can become a stressful time for a number of reasons. Making those times less stressful is a major goal of the counselling staff at USQ.

RELEVANT RESOURCES

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

Disability Advisor

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

RELEVANT RESOURCES

- USQ Disability Officers
www.usq.edu.au/disability
- For more information visit Disability Services web page:
social.usq.edu.au/uni-lifestyle/disability-support-video

Equity Services

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

Financial services

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

Insurances

Pre-service teachers on USQ pre-approved course related placements, which have been confirmed by InPlace, are covered (subject to limitations) under the university's Personal Accident, Public Liability, and Professional Indemnity Insurance. Students who participate in work and voluntary experiences of their own volition or undertake placements that have not been confirmed by InPlace are not covered under university insurance policies.

Role Expectations

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

University

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

A professional experience guide is available online for pre-service teachers, schools and school 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 school 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:

1. Ensuring the pre-service teacher is placed in appropriate learning environments.
2. Organising the orientation and induction of the pre-service teacher.
3. Facilitating an introduction of the pre-service teacher to the supervising teacher.
4. Allocating suitable workspace for the pre-service teacher.
5. Distributing professional experience guides to the supervising teachers or the online link to access all necessary documents.
6. Discussing expectations of placement with the supervising teacher
7. Monitoring the placement through conversations and observations.
8. Conferring with the USQ Liaison and identifying actions required around At-Risk students.
9. Providing support to the supervising teachers in the assessment of pre-service teachers.
10. Completing the online reporting within five (5) days of the placement conclusion and coordinating pay claims for supervising teachers.

Supervising Teachers

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

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

3. 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.
4. Providing written and verbal feedback to the pre-service teacher on their progress on a regular basis.
5. Discussing the requirements for successful completion with the pre-service teacher, including demonstrations of particular skills as required.
6. Providing learning opportunities for the pre-service teacher and advising on teaching practice as required.
7. Being available to meet the USQ liaison and coordinating (where possible) liaison observation opportunities.
8. Alerting the USQ liaison immediately should there be instances of unprofessional behaviour; excessive absences or where the pre-service teacher is at risk of failing (Refer to At-Risk process) generally before Day five (5) of the placement.
9. Completing both interim and final reports to confirm pass/fail with the site coordinator, including the number of days in attendance.
10. Ensuring pay claim details are provided to the site coordinator.
11. 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.
12. Where the pre-service teacher does not meet the requirements of the At-Risk action they will receive a fail grade.
13. Exceptions to the At-Risk process need to be discussed with the Coordinator Students who can be contacted through the placement team.

University Liaison

The USQ 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:

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

4. Maintaining regular contact with the site to ensure the pre-service teacher is achieving the goals and expectations of the placement.
 5. Maintaining contact with the pre-service teacher to ensure they are achieving the goals and expectations of the placement.
 6. Observing (where possible) the pre-service teacher undertaking teaching tasks and providing feedback on performance.
 7. Reminding the site of reporting requirements, assisting where necessary or requested.
 8. Reminding pre-service teacher of the requirement to collect, store and upload their professional experience reports.
 9. Advising the placement team of any concerns as soon as they are identified.
 10. Supporting the site as necessary to make an At-Risk decision, thus implementing the full process.
 11. Completing the At-Risk forms for actioning an 'A team' member.
 12. Receiving and forwarding the Formal Feedback report generated by the supervising teacher to support the decision of actioning the At-Risk process.
14. Attending all required days of the placement in a timely manner. The block allocation of professional experience is scheduled for consecutive days to enable best practice opportunities for developmental learning (and to meet external requirements). Illness days should be rescheduled as urgently as possible for minimising placement disruptions and ensuring optimal opportunity to collect appropriate data for assessment requirements if/as required.

Please note: Withdrawal or termination before completion of professional experience will constitute a fail result

- **At-Risk process:**

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

USQ student

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 USQ Student expectations and responsibilities policy. The role of the pre-service teacher includes:

1. Contacting the site coordinator and supervising teacher before commencing professional experience placement.
2. Pre-planning with the site before professional experience.
3. Applying appropriate professional knowledge, practice, engagement, skill and conduct while attending the professional experience.
4. Engaging with the feedback provided by all teaching staff.
5. Planning relevant, coherent, purposeful learning episodes as directed. Providing plans to your supervising teacher at least 24 hours (where possible) before teaching the learning episode.
6. Being involved with all aspects of teaching and learning during professional experience.
7. Demonstrating initiative and commitment to teaching and the profession.
8. Communicating in a professional manner with all members of the community at the site and professional staff at USQ.
9. Considering the Code of Ethics and Professional Conduct in all interactions with staff and students.
10. Exercising a duty of care for all students/children and following reasonable instructions for your own safety.
11. Upholding professional dress standards and behaviours especially in relation to mobile technology.
12. Collecting evidence of your professional experience including observation and feedback of your teaching practice.
13. Returning all resources and teaching materials and thanking all staff involved in your placement at the completion of placement or the point of withdrawal.

Checklists for a Successful Professional Experience

Checklist for Supervising Teacher

This section provides guidelines and a checklist for supervising teachers to assist in the successful completion of professional experience. Being a supervising teacher with a focus on a successful professional experience requires preparation before the 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:

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

During

1. Remain in contact and provide updates to the site coordinator and USQ liaison.
2. Provide guidance and feedback on lessons that are provided at least 24 hours before learning episodes are undertaken.
3. Provide feedback for learning episodes that the pre-service teacher undertakes (observation forms are available via the online site).
4. Discuss requirements of a successful completion of the professional experience with the pre-service teacher as early as possible during the professional experience.
5. Provide support around the collection of evidence of their professional practice.
6. Do not leave the pre-service teacher unattended whilst teaching or on duty.
7. Involve them in all your classes and activities and provide feedback on their observations.
8. Complete the Formal Feedback report and advise the site coordinator and liaison of enacting the At-Risk process if this is necessary.
9. Be prepared for a USQ liaison to visit and observe practice of the pre-service educator and to discuss progress (utilising Formal Feedback report).

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

After

10. Remind the pre-service teacher to return all resources that were borrowed or loaned.
11. 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.
12. If you have any concerns with the program please contact the Program Coordinator to provide feedback for continuous improvement.

Please note the following:

1. Pre-service teachers will be required to sign a notice of having undertaken the following on-line induction programs (code of conduct, ethical practice...).
2. Pre-service teachers will be assessed by the site teacher supervising teacher and/or site coordinator.
3. USQ liaison officers will engage in discussions with the supervising teacher and/or site coordinator regarding a pre-service teacher's progress or performance.
4. Communication by USQ liaison officers to the supervising teacher, site coordinator or other appropriate site/school leader and pre-service teacher may be verbal, written, or electronic.
5. A USQ pre-service teacher's professional experience placement may be terminated at any point in time due to a student breach of school/centre requirements, unprofessional behaviour, unethical behaviour and any breach of Code of Conduct.
6. If a USQ pre-service teacher is asked to leave due to an unsatisfactory performance or unprofessional behaviour, the placement will result in a Fail Grade and a notice will be sent to the pre-service teacher in relation to USQ Student Code of Conduct Policy Section 4.1 to 4.5 inclusive.
7. Academic penalties will be imposed on pre-service teachers whose behaviour is deemed unprofessional, unethical or a breach of USQ, Department of Education QLD or any other jurisdiction, Catholic Schools Office or Independent School Code of Conduct.

8. Pre-service teachers found to have committed serious breaches of unprofessional, unethical behaviour or a breach of USQ, Department of Education Qld or any other jurisdiction, Catholic Schools Office or Independent School code of conduct may be excluded from their USQ Initial Teacher Education program.
9. If a USQ pre-service teacher withdraws from a placement prior to its scheduled conclusion this will result in a Fail Grade. The exception being consideration of medical grounds.
10. USQ pre-service teachers will be advised at the mid-point of any placement if they are deemed At-Risk, marginal or problematic and the USQ liaison officer will be informed as well as the academic coordinator of professional experience and the relevant program coordinator. This advice will then involve discussion of the student's progress and areas of concern.
11. USQ pre-service teachers can raise issues regarding the placement with the USQ liaison officer at the mid-point of the placement. The assessment provided by the supervising teacher and/or site coordinator will be final.

Checklist

This section provides guidelines and a checklist for pre-service teachers to assist in the successful completion of professional experience. 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:

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

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

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