

Work Integrated Learning Professional Experience Student General Handbook

*Bachelor of Education
Master of Teaching and Learning*



JAMES COOK
UNIVERSITY
AUSTRALIA



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INTRODUCTION

Foreword

Welcome to the College of Arts, Society and Education. You have chosen a profession that, as a future educator, you have the ability to achieve an overall improvement in student learning outcomes. The Professional Experience continuum aligns with the Australian Professional Teaching Standards for teachers throughout your course and is strongly connected to theoretical learning with practice. The opportunity to engage in Work Integrated Learning in schools and centres supports the development of your transition into the profession as researchers for learning and change. This authentic Experience aligns with what is studied at University. It is a way to learn **In** and **Through** practice.

Trisha Telford
Professional Experience Academic Coordinator [Education]

Handbook Purpose

This book outlines the requirements for Professional Experience and details what Site Coordinators and Site-Based Teacher Educators need to support Preservice and Graduate Student Teachers for a successful placement. This book contains the following:

- The roles of partnership Schools/Centres, Site Coordinators, Site-Based Teacher Educators, University Academic Liaisons and Preservice & Graduate Student Teachers
- The Guidelines for Professional Experience
- At-Risk Procedure for Preservice and Graduate Student Teachers
- Responsibilities and expectations before, during and after Professional Experience
- Requirements for assessment of Professional Experience, including the expectations for each **year level**
- School/Centre Documentation and Procedures for Work Integrated Learning
- An Overview of the Work Integrated Learning program

Upon successful completion of the Professional Experience program, Preservice Teachers or Graduate Student Teachers will develop a demonstrated body of knowledge and a range of skills as prescribed in the Australian Professional Standards of Teaching. JCU students will also be consciously refining beliefs and learning dispositions to construct a professional identity that resonates with a commitment to student learning and wellbeing.

Contacts

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Handbook Abbreviations		
SC: Site Coordinator PST: Preservice Teacher (Undergraduate) AC: Academic Liaison Portfolio: Professional Experience Portfolio GTMJ: Guide to Making Judgement ISMG: Instrument-Specific Marking Guide GRR: Gradual Release of Responsibility DTES: Division of Tropical Environments and Societies CASE: College of Arts, Society and Education WIL: Work Integrated Learning Team QPERF Report: Queensland Professional Experience Reporting Framework		
SBTE: Site-Based Teacher Educator GST: Graduate Student-Teacher (Postgraduate) PEAC: Professional Experience Academic Coordinator		
Glossary of Web Links		
JCU Professional Experience for Teachers AITSL Professional experience Participant roles and responsibilities QCT Evidence Guide for Supervising Teachers LANTITE		

OUR APPROACH

OUR APPROACH



JCU PARTNERSHIPS

Strengthening relationships with sectors and schools to strengthen the profession

KNOWLEDGE & UNDERSTANDING

Best theory is in practice'; work within and beyond the requirements



PUBLIC GOOD

Seek through actions to be better teachers, colleagues, and community members

PROFESSION

Developing the future of the Profession



PROFESSIONAL EXPERIENCE



ALIGNMENT

An opportunity to explore the relationship between Theory & Policy and the enactment of Practice.

PRACTICE

A structured opportunity to develop and demonstrate their skills in the classroom.



APST

An opportunity to engage with and to demonstrate the Australian Professional Standards for Teachers at the graduate career stage as they progress through their program.

PROFESSIONAL EDUCATOR

An opportunity to learn about being a member of the teaching profession through example and develop a teacher identity.



WORK INTEGRATED LEARNING

The JCU Professional Work Integrated Learning Program is based on a **range of principles**:

- *Developmental* – activities follow a developmental sequence, from supported through to collaborative and independent practice.
- *Founded on partnership* – schools/centres, Universities and Preservice or Graduate Student Teachers are partners in the teacher education process.
- *Integrated* – close integration of theory and practice is critical for the success of the Placement.
- *Inquiry-oriented* – activities and discussions about teaching need to recognise the complexity of the profession.
- *Contextualised* – the contexts for teaching, including: the learners, physical environment, school /centre ethos, programs and policies that shape the response required by teachers.
- *Outcomes focused* – the program aims to develop graduates who:
 - are autonomous, reflective, collaborative practitioners
 - understand and are competent in a wide range of learning and teaching contexts
 - are critical decision-makers who contribute to continual improvement in education and are committed to enhancing educational outcomes for all learners
 - meet the Australian Graduate Teacher Standards.

Placement Aims and Objectives

Upon completing the Work Integrated Professional Experience program, the PST or GST will have cultivated a habit of contributing to an image of teaching as a Professional Educator who cares and seeks to make a difference. The Professional Experience offers authentic learning opportunities to develop the necessary skills and knowledge of teaching and personal, interpersonal and emotional capabilities (Scott, 2014). Our strong partnership with host schools and centres supports our students during integrated Placement to develop graduate teachers who meet the prescribed Australian Professional Standards of Teaching (APST). Our collective efforts also seek to foster graduate teachers who demonstrate characteristics of high calibre aspirant teachers who act as future researchers for learning and change. As outlined in Queensland Schooling Sector's Expectations of Graduate Teachers, these attributes develop a learning disposition "to continue to seek answers to difficult problems of teaching and learning and the skills to learn from practice as well as to learn for practice" (Darling-Hammond, 2006). Put simply, JCU graduate teachers are critically reflective and seek in their actions to be better teachers, colleagues, and community members.

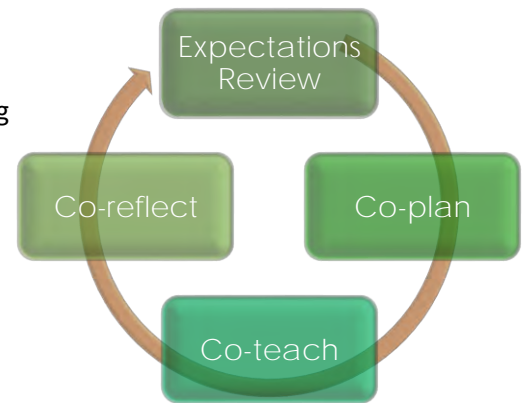
With our Partnership Learning Schools, we work towards developing critically reflective JCU graduate teachers who demonstrate:

- a quality of teaching defined by APST at a Graduate Level
- personal capabilities: self-awareness, decisiveness, commitment
- interpersonal capabilities: influencing, empathising
- cognitive capabilities: diagnosis, strategy, flexibility and responsiveness
- appreciation and understanding of the strengths and challenges of our North Queensland and Far North Queensland regions
- a professional identity that resonates a commitment to student learning and wellbeing

Professional Learning Cycle during Professional Experience

*"[T]hree great means of nurturing the ethical ideal: dialogue, practice and confirmation"
(Noddings,2003)*

Professional learning is conceptualised as co-constructive and entails a recursive learning cycle that reviews expectations to support the following stages of active learning through co-planning, co-teaching, and co-reflecting. These phases offer graduated opportunities for Preservice and Graduate Teachers to develop confidence and capacity to engage in the complex work of teaching.



Engaging in an open and respectful dialogue about expectations is a critical activity to ensure a successful and rewarding professional experience. This shared responsibility requires clarity in communication to achieve a shared understanding of the professional learning intentions and expectations.

Preservice or Graduate Student Teachers will initiate a meeting with the supervising teachers (Site-Based Teacher Educators) prior to a Placement. The purpose of this meeting is to start the Placement with an understanding of the standpoint of both individuals. It is both diagnostic groundwork and an opportunity to set goals, connect on similarities and identify differences for both self-discovery and to initiate the co-constructivist learning relationship. To this end, Preservice Teachers **provide a one-page introduction** to the Site-Based Teacher Educator prior to the meeting. The introduction will include these four areas:

- brief description of self, professional experience goals for each APST
- knowledge
- capabilities, skills and talents
- expectations

Preservice Teachers or Graduate Students will be positive, open and responsive in this conversation. They will share an understanding of the professional requirements and give respectful consideration to the Site-Based Teacher Educators' perspective.

The Site-Based Teacher Educator will too be open and explicit in communication and expectations. The expectations are informed by an understanding of the class's needs, the Professional Experience Handbook, and the Preservice or Graduate Student Teachers' goals for the Professional Experience. Ongoing conversations and review of expectations contribute to a successful and rewarding Professional Experience.

The following are essential points to negotiate:

- a timeline of tasks and distribution of responsibilities
- explicit description of expectations of each evaluation criterion (see QPERF)

Collaborative Professional Learning

Co-planning, co-teaching and co-reflecting

Expectations During Co-planning Phase

Co-planning makes visible curricular thinking and promotes pedagogical conversations that celebrate the complex, creative and intellectual work of teaching. The conversations will include sharing curricular considerations on intent, differentiation, lesson design, pedagogical and resource selections in each stage. Preservice or Graduate Student Teachers will draw from coursework knowledge and Professional Experience to **contribute** to the **shared responsibility** of co-planning. Site-Based Teacher Educators will support learning over a **gradual release of responsibility** in planning. Site-Based Teacher Educators will model, share and guide Preservice or Graduate Student Teachers to independent planning.

Expectations During Co-teaching Phase

Co-teaching provides an active learning opportunity for Preservice or Graduate Student Teachers to **share responsibility** in executing the lesson plan, **enacting** selected pedagogical strategies, observing and responding to the Site-Based Teacher Educators' practice, as well as observing student responses. Preservice or Graduate Student Teachers will be **guided to teaching independently**, with Site-Based Teacher Educators modelling, sharing and describing practices in teaching, monitoring and gathering evidence of student learning and managing an effective classroom. Over the four years of professional learning, Preservice or Graduate Student Teachers develop the **art of teaching** by modelling, blending and experimenting. Placement offers Preservice or Graduate Student Teachers the opportunity to sharpen the agility to make pedagogical decisions and increase fluency to describe practice.

Expectations During Co-reflecting Phase


As a co-constructive professional experience, co-reflection is a crucial activity to clarify and affirm learning in the Professional Experience. Preservice or Graduate Student Teachers will take an active responsibility to **monitor and reflect** on the contributions to student learning and personal, professional development. Preservice or Graduate Student Teachers will share personal reflections and consider the Site-Based Teacher Educators' **review** of the assessed performance. Whilst Site-Based Teacher Educators have the formal responsibility to evaluate and report on performance, recognition of this co-reflection activity offers a **critical opportunity** for professional conversations about Curriculum, pedagogy and student learning.

Throughout the Professional Experience, the Preservice or Graduate Students Teachers will discuss and review the **Professional Experience Portfolio of Evidence**. There is the expectation of discussing the work samples and collected artefacts to demonstrate the Preservice or Graduate Student Teacher's stage of learning prior to Site-Based Teacher Educators completing the Report. Site-Based Teacher Educators will provide Preservice or Graduate Student Teachers with **formative feedback** to support the next phase of Professional Experience and explain the specific evaluation.

Collaborative Professional Learning

Co-planning, co-teaching and co-reflecting

Site-Based Teacher Educators and Preservice or Graduate Student Teachers will discuss **shared responsibilities** in each stage of the collaborative professional learning and determine a timeline for a gradual release of responsibilities. This timeline should also be responsive to Preservice or Graduate Student Teachers' confidence. Adapting from the literature on the gradual release of responsibility, the table below outlines the collaborative professional learning process.

Timeline	Collaborative Learning Stage	Site-Based Teacher Educators	Preservice/Graduate Student Teachers
	Model	<ul style="list-style-type: none"> • Demonstrate and describe the desired quality of performance • Identify and explain the evidence/research/policy that informs practice • Provide timely and descriptive feedback to confirm, correct and refine practice 	<ul style="list-style-type: none"> • Listen, observe, document and model Site-Based Teacher Educators' practices • Reflect and refine practice
	Collaborate	<ul style="list-style-type: none"> • Demonstrate and describe selected segments of a planning/teaching task (what PST & GST are not confident in doing) • Support, scaffold and synchronise to complete the task • Provide descriptive feedback to prompt reflection 	<ul style="list-style-type: none"> • Select and demonstrate segment of a task (what PST & GST feel confident in doing) • Adopt and/or adapt Site-Based Teacher Educators' examples • Observe Site-Based Teacher Educators' contribution to completing the task • Reflect and refine practice
	Guide	<ul style="list-style-type: none"> • Support setting of learning intents • Observe and prompt • Provide reflective questions to probe curricular considerations 	<ul style="list-style-type: none"> • Apply and adapt examples of practice • Monitor and evaluate the contribution to student learning
	Work Independently (final stage of Placement)	<ul style="list-style-type: none"> • Coach: observe, prompt, refine, sharpen performance • Evaluate practice 	<ul style="list-style-type: none"> • Create a quality of practice that reflects shared expectations • Generate performance that reflects aspired professional identity • Monitor and evaluate their contribution to student learning

Professional Conversations

A guide to engaging in professional conversations on learning and teaching while on Placement

EXPECTATIONS REVIEW

What is your learning intent? What informs your intent?

What contributions will you make to student learning?

What are your expectations of your colleagues, and what can be expected of you?

How will you know your learning has been successful?

CO-PLANNING

What resources will you use to inform your planning?

What outcomes are appropriate for the class? How do you know?

How does the learning context influence your decisions?

How will you know your learners? What do you want to know? How will use the information for planning?

What activities and/resources will you use to encourage students to be intellectually curious and stretch potential learning?

What activities/resource will you use to scaffold students to success?

How are you differentiating student learning? Why?

How does assessment influence your planning?

CO-TEACHING

What teaching strategies will you use? Why?

How do you sustain student learning and interest?

How do you enact care for your students?

How do you ensure a positive learning environment?

How do you address misconceptions?

Which strategies do you use to elicit higher order thinking?

How do you engage in opportunities for incidental learning and inquiry should they arise?

CO-REFLECTION

How do you check for student understanding?

How do you give feedback to support learning? Why? When?

What have you learnt from your mistakes?

What will you choose as evidence for your portfolio? Why?



What is your impact on student learning?

JCU PROFESSIONAL EXPERIENCE PROGRAM

Yearly Placement Framework

Preservice or Graduate Student Teachers must **engage with all coursework** during the semester. It **informs effective practice** and enables the PST/GST to enact the teaching and learning requirements during Professional Experience. It maximises both your learning as a future educator and the students of the classroom's learning.

1st Year WIL Program

ED1421 Foundations of Language and Literacy in Education
 ED1439 Early Childhood Education and Care 1
 ED1401 Education Perspectives and Practice 


FRAMEWORK


Begin developing an awareness of


- a teaching philosophy, professional identity and recognising contemporary *discourse* in Australian education
- how learner needs are *identified*
- how identified learner needs are *considered* in the planning and teaching of literacy and numeracy
- how learner needs are *managed* in positive learning environments
- ED1401 involves an examination of influences beyond the school gate that impact schooling, teachers work and how young people learn

APST

"How can I know my learners & how might my perspective of students shape my practice and contribute to student learning?"

 Professional Knowledge: **1.1 1.3 1.5 2.5**


Professional Practice: **4.1 4.2 5.2** 


 Professional Engagement: **6.3 7.1**

REQUIREMENTS

ED1421 5 Days Profession Experience Report ECE - Prior to School Setting	ED1401 5 Days Attendance Record
	ED1439 (ECE ONLY) 10 Days Completion Report Attendance Record



LEARNING TASKS

Targeted Observations to know how their learners learn
 Learner Profiles to know their Learners
 Focus upon literacy & numeracy strategies 

Professional Discussions - Social Context 
 Portfolio of Artefacts

ECE & Primary - Teach a Literacy *Segment*
 Secondary - Teach a *Segment* of 1st or 2nd Teaching Area with Literacy Capabilities Focus

2nd Year WIL Program

ED2491 Planning for Engaging Learning
 ED2093 Early Childhood Mathematics and Numeracy
 ED2193 Mathematics Education for Primary School
 ED2492 Junior Curriculum 1 


FRAMEWORK


Knowledge of curriculum and planning for diverse learners through:


- Planning and teaching **individual lessons** that respond to learner needs and strengths
- Co planning and teaching a **sequence of lessons** with close guidance and attention to literacy and numeracy demands
- Justifying and demonstrating a **selection of pedagogical knowledge frameworks and practices** in planning, teaching and assessment

APST

"What is the impact of my pedagogical decision on student learning?"

 Professional Knowledge: **1.4 2.1 2.2 2.3 2.4 2.6**


Professional Practice: **3.1 3.2 3.3 3.4 3.5 3.6 4.4** 

 Professional Engagement: **7.2**

REQUIREMENTS

ED2491 5 Days Attendance Record	ED2193 (Primary) ED2492 (Secondary) 10 Days Professional Experience Report
	ED2093 25 Days Professional Experience Report ECE - Prior to School Setting

LEARNING TASKS

Targeted Observation of **teacher-centred approaches** to learning
 Discussions concerning the **alignment** of intended, enacted and assessed learning in the classroom
 Collect and gather evidence of **learner progression**
 Planning and development of enacted learning to structure a lesson – including the transition between the stages
 Observation of teaching strategies and **safe and supportive environments** to engage learners
 Deliver a teacher-centred lesson → Deliver a **sequence** of learning lessons

3rd Year WIL Program

ED3422 Inclusive Education: Differentiated Learning

ED3590 Early Childhood Education and Care 2

ED3097 Reflective Teaching Cycles (ECE)

ED3197 Improving Student Learning: Using data and evidence (Primary)

ED3297 Reflective Teaching Cycles (Secondary)

FRAMEWORK

Design inclusive learning environments by

- Using curricular frameworks to plan appropriately aligned & sequenced lessons
- Selecting and using appropriate teaching strategies
- Designing learning experiences based on baseline data and learner characteristics
- Monitoring and evaluating the impact of enacted practice on student learning to inform lesson design

APST

Teaching cycles are informed by evidence and reflection on learners and their learning

“What is the impact of my pedagogical decision on student learning?”



Professional Knowledge: **1.6**

Professional Practice: **4.3 4.5 5.1 5.4 5.5**



Professional Engagement: **7.4**

REQUIREMENTS

ED3442
5 Days
Professional Experience
Report

ED3097 ECE
ED3197 Primary
ED3297
15 Days
Professional Experience
Report

ED3590
10 Days
Completion Report
Attendance Record
ECE - Birth - 2 Setting

LEARNING TASKS



Collect and analyse data to inform planning for learning

Design a formative assessment task

Plan to enact the teaching and planning cycle by using evidence of student learning and reflection on learners



Reflect upon the alignment of curriculum, pedagogy and assessment between intended plans and the enacted teaching

4th Year WIL Program

ED4486 Professional Experience A

ED4490 Professional Experience B

FRAMEWORK

Independently take responsibility to enact the Plan, Teach, Assess, Reflect Cycle by:

- Synthesising and applying knowledge and skills in complex learning and community contexts to assure achievement of the Graduate Teacher Standards
- Consolidating a professional identity as a resilient, continuing learner, researcher and leader of learning to transition into the profession

APST

“What is my impact on student learning and how do I know?”



Professional Knowledge: **All APST except 1.2**

Professional Practice: **All APST**



Professional Engagement: **6.3 7.1 7.2 7.3 7.4**

REQUIREMENTS

ED4486
15 Days
ECE
QPERF Report

ED4486
25 Days
Primary & Secondary
QPERF Report

ED4490
25 Days
Final QPERF
Report

LEARNING TASKS

Use baseline data to independently prepare a 4-week plan considering learner needs, curriculum alignment, pedagogy and assessment



Independently teach a full teaching load enacting the PTAR iterative cycle



Implement planned summative assessment



Grade and apply relevant standards and criteria informing judgement and engage in moderation

1st Year

Master of Teaching and Learning WIL Program

ED5950/ED5955
Learning for Diverse Learners in School Contexts
ED5960/ED5965
Teaching for Learning in Diverse School Contexts

FRAMEWORK

Use informed pedagogical frameworks for teaching diverse learners to

- Understand the **learner** and respond to student needs and the diverse communities to which they belong
- Understand the **role of the teacher** in influencing learning, especially in response to individual student needs

APST

ED5950 & ED5955 - 5 Days
Preliminary Professional Experience Report

Professional Knowledge: **1.1 1.3 1.4 1.5 2.1 2.2 2.4**

Professional Practice: **3.1 3.2 3.5 4.1 4.2 4.4 5.2**

Professional Engagement: **6.3 7.1**

ED5960 & ED5965 - 10 Days
Final Professional Experience Report

APST

Professional Knowledge: **1.6 2.3 2.5 2.6**

Professional Practice: **3.3 3.4 3.6 4.3 4.5 5.1 5.4**

Professional Engagement: **6.2 7.3 7.4**

ED5960 & ED5965 - 20 Days
Professional Experience Report

LEARNING TASKS

- Collect and annotate relevant classroom **data and evidence**
- Analyse data to understand the **diversity of learners** and the impact for 'readiness' for learning
- Gradual Release of Responsibility to **independent planning** to enact the teaching & planning cycle by using evidence of student learning and reflection on learners
- Consider **curriculum alignment** with relevant ACARA links and learning outcomes

2nd Year

Master of Teaching and Learning WIL Program

ED5974 (Primary) ED5979 (Secondary)
Final Graduate Professional Experience

FRAMEWORK

Independently take responsibility to enact the Plan, Teach, Assess, Reflect Cycle by:

- Synthesising and **applying** knowledge and skills in complex learning and community contexts to assure **achievement** of the Graduate Teacher Standards
- Focus on the role of assessment in **influencing** planning and informing professional learning

APST

"What is my impact on student learning and how do I know?"

Professional Knowledge: **All APST except 1.2**

Professional Practice: **All APST**

Professional Engagement: **6.3 7.1 7.2 7.3 7.4**

REQUIREMENTS

ED5974
25 Days
Primary
QPERF Report

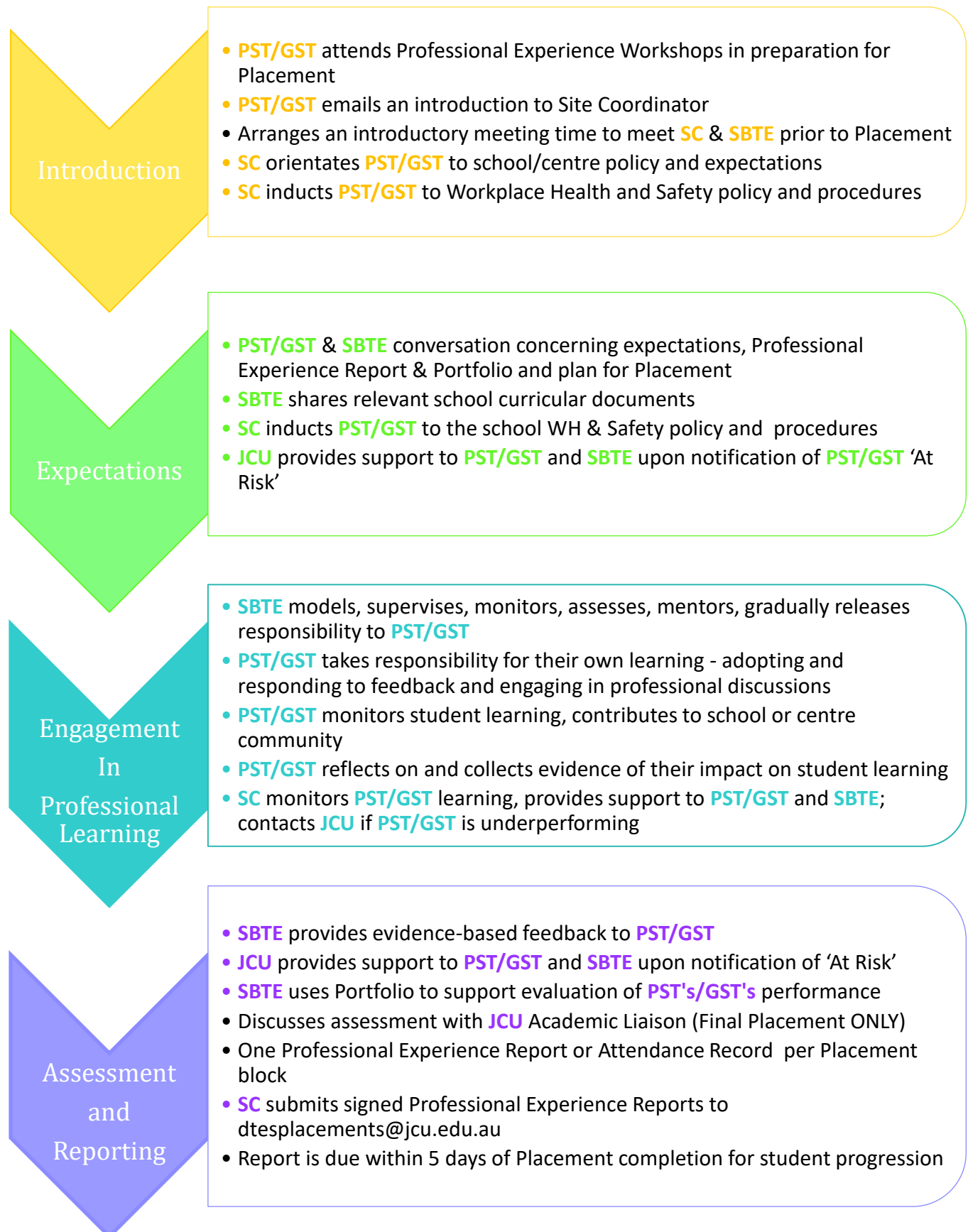
ED5979
25 Days
Secondary
QPERF Report

LEARNING TASKS

- Use baseline data to **independently** prepare a 4-week plan considering learner needs, curriculum alignment, pedagogy and assessment
- Independently teach a **full teaching load** enacting the PTAR iterative cycle
- Implement planned summative assessment
- Grade and apply relevant standards and criteria informing judgement and engage in **moderation**

PLACEMENT GUIDELINES

General Roles & Responsibilities



Preservice / Graduate Student Teacher's Responsibilities

ATTITUDE

Display enthusiasm and an openness to learning

Show an awareness that settings do differ

Commit to valuing and promoting the education, safety and well-being of all learners

Respect professional ethics & boundaries

AGENCY

Behave in ways that help build trusting, collaborative relationships

Show responsibility for learning and set learning goals

Prepare for the Placement and have full knowledge of requirements

Work to meet the goals and requirements of the Placement

Seek to become increasingly independent

REFLECT

See the practicum as an occasion for inquiry and learning

Reflect on and apply SBTE advice and feedback

Engage in conversations about developing a personal, educational philosophy

Reflect on the effectiveness of teaching for all learners

PRACTICE

Link theoretical learning with authentic practice

Know the requirements for the Placement

Develop an understanding of the Australian Professional Standards for Teachers

Work to improve practice and the impact on student learning

Develop Professional Experience Portfolio

Site Coordinator's Responsibilities

CONTEXTUALISE

Familiarise with Professional Experience Partnership Handbook and information on placements, Reporting & General Processes

Make available JCU Resource Portfolio to all SBTEs

Provide Induction for PST & GST

MODEL

A welcoming and learning culture

Respect for professional ethics

Ways to support SBTE in the supervisory roles of Preservice and Graduate Student Teachers

MENTOR

Engage in conversations about practices, beliefs & education principles

Develop a professional learning and growth culture to inspire PST & GST to become and remain teachers

Provide the opportunity to participate purposefully in the school/centre life

Mentor the development of emerging teachers to contribute to the availability of quality Placements

SUPPORT

Liaise with JCU with the arrangement of Placement

Lodge At-Risk Notification if appropriate

Liaise with SBT throughout Placement to monitor PST/GST progress

Encourage effective teachers with coaching skills to take on the role of SBTE

Support the work of the SBTE and the professional learning to acquire skills in assessing, supervising, and coaching

Work closely with JCU supporting the objectives and planned components of each Placement are clear and well documented

Site-Based Teacher Educator's Responsibilities

CONTEXTUALISE

- Familiarise with the required learning and assessment context for the Professional Experience
- Utilise Support Material from the JCU Resource Portfolio
- Inform students and parents of PST & GTS role
 - Discuss all expectations
- Review the QCT Evidence Guide for SBTE & Professional Experience Checklists

MODEL

- A welcoming and learning culture
 - The enactment of Professional Knowledge, Practice and Engagement to improve the impact on student learning
- Ways to establish professional & ethical relationships
 - Evidence-informed practice
- Engage in conversations about practices, beliefs & education principles

SUPERVISE

- Provide negotiated regular time for collaborative professional learning
- Promote increasingly independent practice
- Ensure handbook learning tasks are completed
- Guide PST /GST toward appropriate outcomes for all learners
- Supervise PST/GST's development of meeting the capacity to demonstrate the APSTs from Engagement to Achievement

REFLECT

- Provide regular, evidence-based oral and written feedback to support PST/GST's next step development
 - Liaise with Site Coordinator to monitor Preservice Teacher's progress
- Assesses PST/GST rigorously and fairly against the requirements of the placement and the Australian Professional Standards for Teachers at the graduate career stage

JCU's Responsibilities

CONTEXTUALISE

Prepare PST/GST for the requirements of Placement

Provide Professional Experience Workshops per Year Level

Familiarise PST/GST with QCT (or relevant State Teacher Accreditation Authority) to Professional Conduct and Ethics documentation

Provide foundational skills and knowledge to align core teachers' work and develop critical thinking skills

SC/SBTE SUPPORT

Provide opportunities to engage in dialogue

Support moderation for Final Placement

Provide opportunities for professional learning and development for SBTE and SC for the JCU Professional Experience Program

Provide explicit information about structure, focus & expectations for each placement

PST/GST SUPPORT

Support in developing a teacher identity and agency

Provide appropriate processes to seek Intervention

Academic Liaison visit final Placement

Support in the understanding of and development in demonstrating the Australian Professional Standards for Teachers

Support PST/GST to engage in reflective practice

DOCUMENTATION

Provide information & documentation – General Handbooks & Professional Experience handbooks and associated materials

Provide formative and summative assessment tools to make and record judgements and advice against APST

Provide processes to manage and support for all stakeholders with the aim to support the PST/GST have a successful Placement

ACCREDITATION

JCU Accreditation Placement Requirements

The following guidelines are consistent with the Australian Institute of Teaching and School Leadership ([AITSL](#)) requirements. The Work Integrated Learning Team commits to providing equitable, quality placements for all JCU students.

PLACEMENT IS A REQUIREMENT

Post admission requirements for the Bachelor of Education and Master of Teaching and Learning include **prescribed professional placements**.

Students who do not complete the required number of days of a professional experience subject or a professional component of a subject, without the approval of the Professional Experience Academic Coordinator, will be determined to have failed the subject.

Students may be required to undertake such placements away from the campus at which they are enrolled, at their own expense – [Coursework Enrolment Procedure 11.1](#).

In accordance with the [Professional Experience Placement Requirements Procedure](#), students will be required to ensure all **Placement Requirements** as outlined in the Course and Subject Handbook are adhered to prior to undertaking a Student Placement.

Students who **fail to comply** with Placement Requirements per the [Coursework Enrolment Procedure 11.4](#) *Students who fail to comply with Placement Requirements in accordance with the [Professional Experience Placement Requirements Procedure](#) may be withdrawn from their subjects and discontinued from their course.*

Students are expected to plan financially to be able **to undertake placements away from their home base**. A student may apply for special consideration if financial planning to undertake Professional Experience outside your local area is disrupted due to **exceptional** or **unforeseen circumstances**. However, you are unlikely to be granted special considerations under these circumstances more than once.

[PROFESSIONAL EXPERIENCE SPECIAL CONSIDERATION APPLICATION](#) can be submitted to Work Integrated Learning Team for the Professional Experience Academic Coordinator's [Education] approval. The application **requires supporting documentation** to be submitted **at the time** of your InPlace editing dates. Please refer to the [Professional Experience Calendar](#) for InPlace editing dates for the subject with the embedded Placement.

Applications submitted either without supporting documentation OR after placement requests close will not be considered.

To undertake the final Professional Experience and Co-requisite subjects, undergraduate students have to have completed 72 credit points of level 1, 2 and 3 subjects in this course.

MANDATORY INTENSIVE WEEK

In order to complete the Professional Experience Program (a core component of the Bachelor of Education), it is a requirement that all Preservice Teachers participate in a 5-day intensive Professional Online Orientation Program during the final year of the program. Please refer to the [Professional Experience Calendar](#)

BREADTH OF PLACEMENT

The College of Arts, Society & Education ensures that students have the opportunity to work with a wide range of learners across a variety of sectors. This is achieved through the following:

- Bachelor of Education Preservice Teachers undertake Professional Experience in a minimum of **three settings** – and as the final two years of Professional Experience constitute the major teaching blocks, they must be undertaken in **different settings**;
 - Master of Teaching and Learning Preservice must undertake professional Experience in a minimum of **two settings**;
- Early Childhood Preservice Teachers (including ECE online Preservice Teachers), throughout the program, should be placed, so the Experience is had teaching in Preparatory to Year 3 settings and other approved settings where appropriate;
- Primary Preservice Teachers, throughout the program, should be placed, so the Experience is had in a range of **lower, middle and upper primary year levels**, including the chosen **specialisation**
- Secondary Preservice Teachers will **not** be placed for first-year Placement in the school where the completion of Year 12 was in the previous year;
- Secondary Preservice Teachers, throughout the program, should be placed in settings where the Experience of **both** teaching areas and classes at compulsory and post-compulsory levels in **both** junior and senior Curriculum

PLACEMENT BREACHES

It is a Queensland College of Teachers (QCT) requirement for program accreditation, including our JCU Nationally Accredited programs to adhere to this requirement of Higher Education Institutions (HEI) **being responsible** for arranging Professional Experience Placements. Therefore, all Placements are **ONLY** organised by the Work Integrated Learning Team.

It is a **breach** of JCU placement processes for Preservice or Graduate Student Teachers to **attempt to source** and arrange a school of choice for a Placement. It is a breach to **approach or engage** in conversation with Principals, Deputy Principals, Head of Departments, Site Coordinators or Site-Based Teacher Educators about being placed at the School.

JCU works to avoid placing a Preservice or Graduate Student Teacher at a partnership school or centre representing a **conflict of interest**. The assessment of a Professional Experience must not be subjected to positive or negative bias for either the Preservice or Graduate Student Teacher or the Supervising Teacher.

A **conflict of interest** refers to a school or centre where a Preservice or Graduate Student Teachers is employed or has been recently employed or where your child or **close family member*** attends or is employed.

Family members* mother, father, brother, sister, aunt, uncle or in-law immediate family member

In special circumstances for those in small communities and after discussion with the school Leadership Team, consideration may be granted by the Professional Experience Academic Coordinator to complete a Placement in the school or centre. The Placement **still needs to meet** the Professional Experience Guidelines.

PLACEMENT DATES

The Professional Experience Advisory Committee (PEAC) has endorsed the JCU Professional Experience [calendar](#). It is an agreed calendar that aligns with subject learning, assessments and partnership schools' and centres' capacity to host Preservice or Graduate Student Teachers. Students **cannot** change the **structure** or **dates** of the scheduled time for Professional Experience.

Completing the **required number of Professional Experience days** for the subject in which the Placement is embedded is a **requirement to pass the subject**. If the Preservice or Graduate Student Teacher is sick during the Placement and requires a day/s off:

- Contact the school or centre via email before the working day begins (usually by 8 am) and advise that you will not be in that day
- If Preservice or Graduate Student Teacher had required planning for the day – forward it to the SBTE so lessons can continue
- Provide a medical certificate to the school or centre (in accordance to individual school/centre's policy) and a copy to the [Work Integrated Learning Team](#)
- Negotiate with the school or centre to make up the day/s for the illness. **If significant changes** require the negotiated days Placement **outside of the Professional Experience Calendar scheduled time frame**, they must apply for a [Professional Experience Special Consideration Application](#). The Professional Experience Academic Coordinator can only approve the application. **Significant** means if continued Practicum **overlaps** with course work or **interferes with the integrity** of the Placement requirements.

Note: It is not possible to make up missed days when lectures or tutorials are scheduled

In the event that a Preservice or Graduate Student Teacher seeks to modify a Placement and applies for a [PROFESSIONAL EXPERIENCE SPECIAL CONSIDERATION APPLICATION](#) due to medical reasons, the provision of any future placements **will be dependent** on the student providing a statement from their medical professional **based on an outline of the requirements** of the Placement provided by the Professional Experience Academic Coordinator. This statement must attest to the Preservice or Graduate Student Teachers' ability to participate in the Placement and outline any restrictions that remain (e.g. reduced lifting capacity) along with time frames. Please refer to the [Review of a Student's Suitability to Continue a Course Involving Placement](#).

CODE OF CONDUCT

Preservice or Graduate Student 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 teach in Queensland schools.

CODE OF ETHICS

A Code of Ethics is a set of statements about the appropriate and expected behaviour of members of a professional group, based upon agreed values. Such codes for teachers exist in a number of forms:

- Queensland Teachers' Union
- Guidance Officers
- Australian Early Childhood Association
- Education Queensland and the Queensland College of Teachers

For the most part, Codes of Ethics do not dictate a prescriptive set of practices; rather, they provide a set of principles and aims that should guide teachers' professional decision-making and their practice. They emphasise that teaching is fundamentally about **moral** and **ethical issues** because it is concerned with the education of children.

Preservice or Graduate Student Teachers should acquaint themselves with existing codes and discuss the issue of ethics with the supervising teachers. QCT [Code of Ethics](#), JCU [Student Code of Conduct](#) and [Early Childhood Australia Code of Ethics](#) (ECE) provide the primary guides on the required professional conduct of Preservice or Graduate Student Teachers during Professional Experience.

The following is a very brief summary of some of the major relevant areas covered in existing codes and an extension to a consideration of the specific context for Preservice or Graduate Student Teachers:

- The primary professional responsibility of the Preservice or Graduate Student Teacher is to value and promote the education, safety and wellbeing of all learners.
- Share the host schools/centres' commitment to parents and families of all learners.
- Strive to support and assist teaching colleagues, including other PST or GSTs and supervising teachers, and behave in ways that help build trusting, collaborative relationships.
- Behave in educational and wider communities in ways that promote and enhance the status of the teaching profession.
- While appointed to particular schools or centres for Professional Experience, strive to observe the commitments to the policies and rules of that school or centre.

Preservice or Graduate Student Teachers should strive to conduct themselves in ways that **promote and enhance** the partnerships between the College of Arts, Society & Education and the schools and centres, which support Professional Experience.

DISCONTINUATION OF PLACEMENT

The school/centre can choose to discontinue a placement for a variety of reasons, which may not be related to the Preservice or Graduate Student Teacher's conduct. The University's response to the discontinuation of the Placement is dependent on the circumstances surrounding the decision. If the Placement discontinuation is related to internal school/centre organisation and for reasons outside the PST/GTS's control, the Work Integrated Learning Team will endeavour to find a new placement. The Placement will likely 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 subject is offered.

Placements will be discontinued if a Preservice or Graduate Student Teacher **breaches** the JCU Student Code of Conduct. Partnership schools and centres **can exclude** a Preservice or Graduate Student Teacher from a placement if the organisation considers on reasonable grounds that the conduct during the Placement is inappropriate or that the Preservice/Graduate Student Teacher is not suitable to undertake or to continue the Placement. The Site Coordinator will notify the Work Integrated Learning Team, immediately informing the Professional Experience Academic Coordinator to advise the Student Teacher not to attend the site.

In most cases, the Preservice or Graduate Student Teacher will receive a failing grade for the Placement. Other disciplinary actions may also be taken per University Policy. [Review of a Student's Suitability to Continue a Course Involving Placement](#)

PLACEMENT FOR OUT OF STEP STUDENTS

Out-of-step refers to when a student's planned progression of the course and proposed study plan is disrupted.

If you are out-of-step with the progression of subjects that have an embedded Placement, it is **a student's** responsibility to email the [WIL Team](#) at the **commencement of the study period prior** to enrolling in the subject to request and register for a Placement. Failure to do so will mean that a placement **will not be found**.

Please refer to the [Professional Experience Calendar](#) to see when your '**out of step subject**' for which you intend to enrol has the **scheduled** embedded Placement.

LITERACY AND NUMERACY FOR INITIAL TEACHER EDUCATION (LANTITE)

Successful completion of the [Literacy and Numeracy Test for Initial Teacher Education](#) (LANTITE) is an expected requirement of the Australian Ministers for Education for all graduates. Therefore, all students enrolled in an initial teacher education course (either undergraduate or postgraduate) will be expected to sit and meet the test standard prior to graduation.

All Preservice or Graduate Student Teachers who enrolled in an ITE program at James Cook University **from 2021 onwards must successfully complete LANTITE before commencing** the **final** Professional Experience Placement.

PERMISSION TO TEACH

The JCU Process for negotiating a 'Permission to Teach' for Preservice or Graduate Student Teachers is to ensure that those who are granted Permission to Teach (PTT) by the Queensland College of Teachers (QCT) while undertaking an initial teacher education (ITE) program at James Cook University (JCU) are appropriately supported with a view to meet the requirements of the accredited program while enrolled.

Guiding Principle: The Australian Professional Standards for Teachers at the Graduate career stage underpin the accreditation of JCU's five programs: Bachelor of Education (Early Childhood Education), Bachelor of Education (Primary), Bachelor of Education (Secondary), Master of Teaching and Learning (Primary) and Master of Teaching and Learning (Secondary). It is a fundamental principle that these programs are accredited on the basis that they produce graduates who meet the AITSL Graduate Teacher Standards.

As the ITE provider, JCU has an obligation to ensure that students who are granted a PTT meet all of the requirements of the **accredited program** in which they are enrolled. JCU suggests the PST/GST disclose the following information during the initial discussion with employing school:

- Remaining studies to be completed in the ITE program
- Workload requirements per subject (noting a **maximum** of 0.4 FTE is recommended for those studying full-time load)
- Remaining scheduled Professional Experience during the PTT period – **see NOTE**
- Program of support to manage PST's workloads

When an employing school initiates the PTT application, JCU asks to be invited to engage in open dialogue with the school and the PTT applicant.

A support letter is provided by JCU (**Professional Experience Academic Coordinator**) if the University is satisfied that the conditions of the PTT (including teaching load) and the support plan provided by the employing school will support the PST/GST to meet the outstanding requirements of the degree.

PERMISSION TO TEACH CONTINUED...

A letter of concern may be provided if the PST/GST is deemed '**at risk**' if one or more of the following conditions are met:

- The academic status of the JCU student is cautionary or conditional (a satisfactory academic status is required).
- The JCU student's capacity to complete all assessed aspects of the accredited program, including coursework and Professional Experience, will likely be compromised due to the proposed teaching load or other school requirements or insufficient support.
- The JCU student has not yet undertaken studies in the degree that explicitly prepare to plan, teach and assess the Australian Curriculum and/or establish safe and supportive learning environments for the proposed PTT teaching areas.

NOTE:

Developing Towards Graduate Level – Prior to Final Placement

Placements embedded in coursework subjects must be undertaken at a school **other than the employing** school to meet the requirements of JCU's accredited program. An appropriate Placement will be sourced via normal University processes.

If the PST/GST has the University's approval to undertake Professional Experience at the employing school**, the school must provide assurance that PST can be fairly and appropriately supervised and assessed according to the relevant Professional Experience report while teaching under PTT in a manner that avoids conflict of interest.

****Final Placement QPERF Assessment**

JCU may grant approval for the final Professional Experience to be undertaken at the employing school if assurance can be if the PST/GST can be fairly and appropriately **supervised** and **assessed** according to the QPERF while they are teaching under PTT in a manner that avoids a conflict of interest. Adequate time must also be provided to complete the Graduate Teacher Performance Assessment (GTPA).

JCU PROCESSES

Placement Registration

IN-PLACE

Your school placement is **ONLY** organised by staff in the Work Integrated Learning Team.

- **Step 1:** To register for a Placement, you must complete the editing of InPlace **before the cut-off date** (1.1) in the **designated week** stated on the [Professional Experience Calendar](#)
- **Step 2:** The Work Integrated Learning Team source the Placement
- **Step 3:** Students receive an email from Work Integrated Learning Team with all relevant school details once the Placements have been finalised
- **Finalisation:** Once students have been notified of a placement school/centre, **no change** is permitted as the Placement has been sourced under the Guidelines for Professional Experience
- **Step 4:** Contact via email an introduction to the Site Coordinator to arrange an introductory meeting time prior to Placement

If the Placement host school/centre is in an area **outside** of the Townsville and Cairns regions where a student may need to arrange travel, e.g. book a flight, the Work Integrated Learning Team will advise the student as soon as possible after the Placement is confirmed.

UNABLE TO GO OUT OF TOWN FOR PLACEMENT

Under the [Coursework Enrolment Procedure](#) (11.1), Preservice or Graduate Student Teachers may be required to attend Placement in any location to meet the Placement Requirements at their own expense. However, if they have particular circumstances that would mean that severe hardship would result from an out of town placement, a [PROFESSIONAL EXPERIENCE SPECIAL CONSIDERATION APPLICATION](#) can be submitted to Work Integrated Learning Team for the Professional Experience Academic Coordinator's [Education] approval. The application requires **supportive documentation** and is to be submitted **at the time** of your InPlace editing dates. Please see the Professional Experience Calendar for InPlace editing dates for the subject with the embedded Placement.

Applications submitted either without supporting documentation OR after placement requests close will not be considered.

Note:

- Special consideration will not be given for normal family or work commitments
- If you are unsure of your eligibility for special consideration, you are encouraged to apply
- If your application for special consideration is accepted, Placement is still subject to the availability and capacity of a partnership school hosting a Preservice or Graduate Student Teacher

FAILURE TO COMPLETE IN-PLACE

Failure to complete the [Pre-Placement Requirement](#) (1.1) of editing InPlace for a Placement **within the scheduled timeframe** means a Placement will not be sourced for the student. The University is under **no obligation** to provide a Professional Placement to a student who **has not completed the Pre-Placement Requirements** by the due date.

Students who **fail to comply** with [Placement Requirements](#) (11.4) in accordance with the Professional Experience Placement Requirements Procedure may be withdrawn from their subjects and discontinued from their course.

IN-PLACE INFORMATION

Students **cannot** choose a school centre or sector*. In completing InPlace, students must provide **2 preference localities** (towns). Where a placement cannot be obtained in the 1st preferred geographical location, Work Integrated Learning Team seeks Placement in the 2nd preference locality.

For the FINAL suite of Placement Subjects **ONLY**– *Professional Experience A & Professional Experience B* (Undergraduate) *Final Graduate Professional Experience* (Masters of Teaching and Learning), a student **may** provide a preference for a sector*.

*Sectors - Department of Education, Catholic Education, Independent

Every effort is made to secure a preference of locality and final Placements (sector) if preferences **still meet** the Professional Experience Guidelines. A preference **is not a guarantee** for a partnership school/centre accepting a Placement.

Preservice or Graduate Student Teachers are advised that they may be required to undertake Professional Experience outside of Townsville or Cairns (depending on where the student is enrolled) at their own expense – refer to [Coursework Enrolment Procedure 11.1](#). Similarly, ONLINE students may be required to undertake Professional Experience outside of their home-based location at their own expense.

RECORDING A CONFLICT OF INTEREST

It is a requirement to provide a list of schools or centres where you have a conflict of interest when completing InPlace for **each new** Placement. **Failure to declare** or disclose a conflict of interest **will result in the Placement school or centre being changed**.

At-Risk Procedures

PURPOSE OF AT-RISK NOTIFICATION

The "At-Risk Notification" is designed for use for **Site-Based Teachers and Site Coordinators** only.

The "At-Risk Notification" process is designed to alert the Preservice/Graduate Student Teacher and JCU to areas of concern identified by the Site-Based Teacher Educator and Site Coordinator. The At-Risk Notification process should be used in any of the following circumstances:

- Where the Site-Based Teacher Educator and Site Coordinator believe that the Preservice/Graduate Student Teacher could, with additional effort and attention, work to demonstrate competence in all criteria required in the Professional Experience.
- Where the Preservice/Graduate Student Teacher is failing to respond effectively to feedback provided by the Site-Based Teacher Educator and Site Coordinator.
- Where the Site-Based Teacher Educator and Site Coordinator believe that intervention from JCU would assist the Preservice/Graduate Student Teacher.

The "Preservice/Graduate Student Teacher At-Risk Notification" process and form submission should be initiated **as early** as possible. This action **allows time** for intervention to occur before the completion of the Placement.

ON RECEIPT OF THE AT-RISK NOTIFICATION FORM

- Work Integrated Learning Team contact the Professional Experience Academic Coordinator
- Contact is made with the Site-Based Coordinator to discuss the concerns
- Based on conversations, an arrangement is made for either the PEAC or Academic Liaison to visit to support the Preservice/Graduate Student Teacher and the Supervising Teacher
- In collaboration, the JCU Team, School and Preservice/Graduate Teacher develop an action plan of support that serves the best interest of all parties, including a time for review
- At-Risk Form

If further action is required, the Site Coordinator should contact the Professional Experience Academic Coordinator via email: trisha.telford@jcu.edu.au or phone (07) 4781 5424.

The Professional Experience Academic Coordinator maintains the right to require a student to undertake a repeat Professional Experience placement in Townsville or Cairns.

CONCERNS AND COMPLAINTS

If there are problems concerning confidentiality or ethical dilemmas concerning the Preservice or Graduate Student Teacher, Site Coordinators are **urged** to contact the **WIL Team** by either emailing DTESPlacements@jcu.edu.au or leaving a specific message on 07 4781 6333 indicating if the matter requires urgent attention.

If at any time a Preservice or Graduate Student Teachers' circumstance changes with regards to "**good character**" (as defined by QCT), the school/centre is obliged to immediately contact the Professional Experience Academic Coordinator to arrange a reassessment of Professional Experience.

REQUEST FOR INTERVENTION

Whilst on Professional Experience, personnel are in place to support the PST or GST. Initial support is provided by the Professional Experience Academic Coordinator or assigned Academic Liaison (final year), the Subject Coordinator, and the Course Coordinator. The College academics are there to support the PST/GST as they navigate the Placement.

The 'Request for Intervention' is a **4 step process** designed for Preservice or Graduate Student Teachers to trigger a response from the Work Integrated Learning Team at JCU. The **form is located** on the LearnJCU Professional Experience Community Site.

Upon receipt of the Intervention Notification, the Work Integrated Learning Team will notify the Professional Experience Academic Coordinator or Academic Liaison to contact the Preservice/Graduate Student Teacher to discuss the concern. If necessary, the Professional Experience Academic Coordinator or Academic Liaison will visit the School to discuss the matter with the parties concerned – the Preservice Teacher, Site Coordinator and/or Site-Based Teacher Educator.

The [Professional Experience Academic Coordinator](#) is your point of call to discuss your Professional Experience.

COUNSELLING SERVICES

The University's Counselling Service provides a professional, confidential, and free counselling service for Preservice or Graduate Student Teachers. Professional Experience can become a stressful time for a number of reasons. Making those times less stressful is an important goal of the counselling staff at [JCU Student and Wellbeing](#).

IMPORTANT INFORMATION

General Processes and Guidelines

PROFESSIONAL EXPERIENCE DATES

The dates for Professional Experience per subject are on the Professional Experience Calendar. It is published on the [College website](#) and in the Professional Experience Community Site on LearnJCU. The academic year Professional Experience calendar is available approximately in October of the previous year to assist you in preparing for Professional Experience in the following year.

PROFESSIONAL EXPERIENCE WORKSHOPS

Each subject with an embedded Professional Experience has a **series** of Professional Experience Online Workshops to prepare you for a successful Placement.

JCU has a duty of care to students and placement agencies and seeks to ensure that students who undertake prescribed Professional Experience **are** academically **prepared** and emotionally, behaviourally, and ethically prepared **for the demands of placements**. [Review of a Student's Suitability to continue a Course Involving Placement](#)

Attendance at Professional Experience Workshops is a **Pre-Placement Requirement**. This procedure supports the Academic Progression Policy by outlining the actions the University will take to monitor student's compliance with **Pre-Placement Requirements prior to undertaking a Student Placement**. Students who fail to comply with Pre-Placement Requirements within the prescribed timeframe will have sanctions applied to their enrolment and, if they withdraw from subjects after census date, may incur financial penalties. [Professional Experience Placement Requirements Procedure](#)

For each Placement, you are **required** through attendance to **engage** in the scheduled Professional Online Workshops. JCU also has an HEI (Higher Education Institution) official agreement with our placement agencies to prepare you for your Placement. **Your non-attendance is a breach of that agreement.**

The dates and times are advised through the Subject Outline and on the Professional Experience Community LearnJCU Site. Please note that **attendance is recorded** at Professional Experience workshops.

RURAL AND REMOTE FINANCIAL ASSISTANCE

Students can apply for travel grants "[Beyond the Range](#)" to assist them in completing their Professional Experience in rural or remote Queensland if by a Department of Education school. Application for these grants will be advised at the Professional Experience Online Workshops and the Teach Queensland [website](#). We encourage all our Preservice Teachers to have at least one Placement in a remote setting.

RESOURCES FOR PARTNERSHIP SCHOOL OR CENTRE

All JCU Handbooks, Digital Reports and supporting documentation to assist SBTE's assess Preservice or Graduate Students in making formal evaluations are provided to schools and centres by the Work Integrated Learning Team each year **via JCU Professional Experience Resource Portfolio**.

PROFESSIONAL EXPERIENCE HANDBOOKS

All Professional Experience Handbooks, Digital Reports and supportive templates and resources are located in the LearnJCU Professional Experience Community Site. Preservice or Graduate Students **are required** to download the relevant Year Level Handbook and associated materials for the Placements.

PLACEMENT RESOURCES

During the course of the Placement, the following resources are required:

- Work Integrated Learning Professional Experience **Student General Handbook**
- Year Level **Professional Experience Handbook**
- Digital or Word Templates specific to the Placement –located in Year Level Folders on the LearnJCU Professional Community Site
- Other resources that you may require are outlined in the Professional Experience Online Workshops and Professional Experience Handbook

ACADEMIC LIAISON

The Professional Experience Academic Coordinator oversees the JCU Professional Experience program, supports, and advises partners in the Professional Experience process: the Preservice or Graduate Student Teacher, Site-Based Teacher Educator and Site Coordinator.

In the final year of the Bachelor of Education and Master of Teaching and Learning, Preservice or Graduate Student Teachers will be allocated a JCU Academic Liaison who will:

- Support PST/GST through **both phases** of Professional Experience
- Establish contact with the PST/GST in the first phase of Placement
- Establish contact with the PST/GST and **Site Coordinator** early in the **final** Professional Experience
- Organise in advance to meet with Supervising Teacher(s) and Preservice or Graduate Student Teacher(s) to discuss/moderate progress towards Graduate Level
- **View** and discuss the Preservice & Graduate Student Teacher's **QPERF Portfolio**
- Discuss and review any concerns concerning the progress towards Graduate Level
- Support the process of At-Risk Notification and collaborative process of developing an action plan of support that serves the best interest of all parties, including a time for review
- Inform the Professional Experience Academic Coordinator

GRADUATE TEACHER PERFORMANCE ASSESSMENT (GTPA)

[GTPA](#) is a culminating summative assessment task based on a final year Professional Experience. It comprises five inter-related practices designed to enable Preservice or Graduate Student Teachers to demonstrate the ability to link practice with theory and to appraise the impact of the full cycle of teaching practice – planning, teaching, assessing and reflecting. It is a requirement in the final Professional Experience. All Preservice or Graduate Students must **submit the GTPA to the University** 2 weeks after completing the scheduled Final Placement date. Teachers must successfully complete the GTPA as a condition of graduation.

PUBLIC HOLIDAY / STUDENT FREE DAYS

Completing the required number of Professional Experience days for the subject in which the Placement is embedded is a **requirement to pass the subject**. If a Public Holiday falls during the practicum period, the Preservice or Graduate Student Teachers are required to make the day up to meet the full required number of days of the Placement. **Note:** It is not possible to make up missed days when lectures or tutorials are scheduled.

Attendance is required if the schools/centres have a student-free/pupil-free/professional development day during the practicum period.

COLLECTION OF DATA

Preservice or Graduate Student Teachers are required as a means of demonstrating the APSTs develop a Portfolio and at times ethically & confidentially collect artefacts for subject assessments, aligning theory and practice. They are required to **de-identifying** all artefacts.

Preservice or Graduate Student Teachers are guided to work within the policy of the school or centre before attempting to take photographs. Request clarification is provided by JCU's Data Declaration Forms and ECE Centre's/Parental Permission to Observe and Photograph. Forms can be accessed from the LearnJCU Professional Community Site for relevant subjects.

CONFIDENTIALITY

Schools and centres deal with confidential information about students and their families. In practice during the placement, written reports, and in all spoken commentary about Professional Experience, Preservice or Graduate Student Teachers are expected to act in accordance with professional ethics of confidentially and non-discrimination. It is a serious breach if confidentiality is broken.

ARRIVAL AT PLACEMENT SCHOOL OR CENTRE

Preservice or Graduate Student Teacher **need to be at and signed in at** the school or centre **before the commencement** of the school/centre's official start time. Time of arrival should be negotiated with your school's Site Coordinator **during your introduction meeting** prior to commencing.

Ensure to follow the school's policy and code of conduct for **late arrival to Placement** and note that the school or centre may lodge a complaint with the Work Integrated Learning Team if you are continuously late. This will **result in a failed Placement for not meeting the required days** specific to the Practicum.

LEAVING EARLY FROM PLACEMENT

It is a requirement to meet the required days (**full school day**) of a specific Placement. To meet the placement requirements, one of which is shadowing the SBTE and modelling those responsibilities and duties of an Educator and therefore, you cannot leave early from Placement.

DRESS CODE FOR PLACEMENT

Each school and centre will have its own specific dress code policy, including sun-safe protective clothing. You will be required to adhere to the school's dress code policy – including hair and jewellery requirements during your Placement. At your **prior to Placement introductory meeting** with the Site Coordinator, ask for the school's dress code for Teachers.

'Standards of Practice', which supports the Code of Conduct for the Queensland public service. A summary of this being: "It is essential we ensure that our personal appearance and presentation is professional. As a general guide, the appearance and dress of departmental employees should be clean, tidy and appropriate to their duties and the people with whom they are dealing. Examples of inappropriate dress for DET's work environment include thongs, singlets, revealing clothing or clothing with offensive slogans. Each of us also needs to ensure that in compliance with our duty of care under the Work Health and Safety Act 2011, and the requirements of the Code, we do not wear clothing or footwear that could put our own workplace health and safety at risk."

For **Department of Education** schools, there is no departmental policy in relation to tattoos or piercings. Jewellery may be a hazard when undertaking some activities. There is no requirement to cover a tattoo unless it is offensive or inappropriate. Independent, Catholic and Private schools may have their own standards concerning the requirement to cover a tattoo.

Take a sun-safe hat (not cap) for outdoor learning activities and playground duties.

SITE-BASED TEACHER AWAY

If the SBTE is absent during Placement, the Site Coordinator at the school or centre will assist with what is required. You will still need to be prepared to teach lessons under the supervision of the relief teacher. It is not legal for you to teach without supervision. The implications of teaching without supervision are outlined in the Legal Rights and Responsibilities - [Supervision](#)

For those Placements requiring the SBTE's signature for the Professional Experience Attendance Record, the relief teacher is eligible to sign the Record of your attendance.

Placement Concerns

FAILED PLACEMENT

A successful Professional Experience is a **requirement to pass the subject** in which the Placement is embedded.

For embedded Professional Experience: successful completion of Placement **and** coursework (and associated assessment) are required to pass the subject overall.

All subject requirements must be completed in the same study period in which the PST/GST is enrolled. If **repeating a subject** with embedded Professional Experience, the reattempt of all subject requirements including the placement is required. (A successful placement completed in a previous enrolment does not count).

A Preservice or Graduate Student Teacher is required to **attend an interview** with the Professional Experience Academic Coordinator to review the reasons for the unsuccessful Placement. An action plan to **support** the PST/GSTs continuation of the program is discussed, as will options to seek alternative study plan options.

Students have the right to one subsequent attempt at any given Placement unless failure has resulted from unethical or inappropriate behaviour. According to JCU's [Unsatisfactory Academic Performance Procedure](#), failing a second or subsequent attempt of a subject identified in Appendix 2** of the [Appendices to the Unsatisfactory Academic Performance Procedure](#) will result in **exclusion from the Bachelor of Education** (refer to [Appendix 4](#) courses).

Note: ** Professional Experience subjects are Appendix 2 subjects.

SUCCESSFUL PLACEMENT BUT FAILED COURSEWORK ASSESSMENT

If PST/GST has a **successful** Professional Experience but **fails** the coursework assessment component of the subject, then the next enrolment in the subject requires the reattempt of **all** subject requirements (i.e., Practicum completed in a previous enrolment does not count).

All subject requirements must be completed in the **same study period** in which you are enrolled.

The PST/GST's responsibility is to email the [WIL Team](#) **at the commencement of the study period prior to enrolling in the subject** to request a placement. **Failure** to do so will mean that a placement will not be found.

WITHDRAWAL FROM PLACEMENT

Before withdrawing, we encourage students to discuss their options with the Professional Experience Academic Coordinator to support making an informed decision.

If the Preservice or Graduate Student Teacher decides to withdraw from their Placement **prior to commencing a Placement the following action is required:**

- Inform the Work Integrated Learning Team via email so the host school may be notified

If the Preservice or Graduate Student Teacher decides to withdraw from their Placement **during a Placement without meeting** with the Professional Experience Academic Coordinator to seek support, **the following action is required:**

- Inform the Work Integrated Learning Team via email
- Inform both the Site Coordinator and Site Based Teacher Educator via email

WITHDRAW FROM PLACEMENT AFTER CENSUS DATE

[Please refer to Coursework Enrolment Procedure](#)

3.1 A student may apply in writing for withdrawal without academic penalty if special circumstances apply.

3.2 An [application for Withdrawal without Financial and Academic Penalty due to Special Circumstances](#) must be submitted within 12 months of the date of withdrawal from the subject.

In exceptional circumstances an application may be made outside of the 12 months application period. In these cases, additional supporting documentation must provide detailed evidence of the exceptional circumstances, and clearly state why it was not possible for the student to submit an application before the end of the application period.

Please refer to Withdrawal without Financial and/or Academic Penalty due to [Special Circumstances](#) to understand what constitutes special circumstances.

WORK HEALTH & SAFETY

Induction

BLUE CARD

Students undertaking professional placements are required to obtain a [Suitability to Work with Children Card](#) **before the start of the first Placement**. Students must retain a current Suitability to Work with Children Card for the duration of the course **1.4 Professional Experience Placement Requirements Procedure**

As stated on the [Blue Cards portal](#), a person does not need to have a physical blue/exemption card before starting working or volunteering with children. Blue Cards do not require you to carry your card with you while working. However, this may be a policy of the organisation's child and youth risk management strategy. If it is your school or centres policy to sight a physical card, please advise DTEsplacements@jcu.edu.au

Your school/centre can [validate your blue card/exemption card](#) at any time after a person has received their working with children check.

STUDENT IDENTIFICATION

On the commencement of a Placement, present your JCU Student ID Card either on a lanyard or within a plastic badge holder to the school/centre office. Your identification is to be worn at all times during the Placement.

INDUCTION

Seek the following policies and procedures from the school/centre to support your Placement.

- code of conduct
- playground supervision
- workplace health and safety (fire and evacuation procedures /lockdown)
- crisis management plan for potential critical incidents
- incident and injury reporting
- child safety
- behaviour management
- making reasonable adjustments for students with disability
- supporting students with diverse needs
- and other Professional Experience Site-specific processes where relevant

Preservice Teachers may be required to sign off on their understanding of these school/centre policies. Some sites may require Preservice Teachers to attend extra health and safety preparation.

CONTACT DETAILS

Ask Preservice or Graduate Student Teachers to provide relevant contact details for health and safety purposes.

Health Issues During Placement

MEDICAL CONDITIONS

If you have recently suffered a medical condition that you believe will impact Professional Experience and your ability to complete the required duties of the Placement, **advise** the Work Integrated Learning Team as soon as it becomes apparent. Submit a [PROFESSIONAL EXPERIENCE SPECIAL CONSIDERATION APPLICATION](#) form to the WIL Team.

If you are studying with a documented disability, injury, illness, short or long-term health condition, including learning disabilities and mental health conditions, you can register with [Accessibility Services](#)

MENTAL WELL-BEING

If your mental health is affecting your engagement in Professional Experience, please contact [JCU Counselling Unit](#). The service is free for all JCU students.

ABSENT DAYS DURING PLACEMENT

Completing the required number of Professional Experience days for the subject in which the Placement is embedded is a **requirement to pass the subject**. If the following situations arise

- Preservice or Graduate Student Teacher is ill
- A family member (e.g. child) is sick
- A family situation arises

It is a requirement for the Preservice or Graduate Student Teacher to contact the school or centre via email before the working day begins (usually by 8 am) and advise them that you will not be in that day

- If PST/GST was required to plan for the day – forward it to the SBTE so lessons can continue
- Provide a medical certificate to the school or centre and a copy to the [WIL Team](#)
- Negotiate with the school or centre to make up the days for your illness. **If significant changes** require the negotiated days Placement **outside** of the Professional Experience Calendar **scheduled finishing time frame**, you must apply for a [Professional Experience Special Consideration Application](#). The Professional Experience Academic Coordinator can only approve the application. **Significant** means if continued Practicum overlaps with course work or interferes with the integrity of the Placement requirements.

Note: It is not possible to make up missed days when lectures or tutorials are scheduled.

PREGNANCY

If you are pregnant, you need to obtain a medical certificate from your medical practitioner stating your expected due date and fit to be in the workplace. This medical certificate is required by Workplace Health and Safety legislation and needs to be provided to your school or centre and a copy to [WIL Team](#)

Legal Right and Responsibilities

INSURANCE

The University provides cover under a number of different insurance policies for enrolled students undertaking **approved placements** that are a requirement of the course. Insurance cover is automatic.

What is not covered:

- Any activity which is not related to a placement, e.g. participating in extreme sport
- Personal property. If you wish to arrange cover for personal items, you must do so at your own expense
- The use of personal motor vehicles or the placement provider's vehicles. Students should confirm with the vehicle owner that the vehicle is roadworthy, with current registration and insurance. If you are driving a vehicle belonging to the placement provider, students should also make themselves aware of any driver restrictions and/or additional excesses relating to age and/or Experience
- If a student receives any form of payment or reward for the work done on placement or work experience, the University's insurance program will not extend to cover that student.

Applicable Insurances:

- [Public Liability](#)
- [Professional Indemnity](#)
- [Medical Malpractice](#)
- Group Personal Accident (see above)
- Corporate Travel (see above)

If a Preservice or Graduate Student Teacher is involved in an incident that may lead to a claim while undertaking Placement, they must notify WIL Team as soon as possible.

INJURY ON PLACEMENT

If you are injured, seek medical assistance during a Placement, report the injury to your Site-Based Teacher and Site Coordinator, complying with the school or centre policies and procedures regarding incident and injury. Complete an accident report form at the school or centre; notify WIL Team as soon as possible.

SUPERVISION

The College of Arts, Society & Education interprets "**supervision by a registered teacher**" to mean that a QCT registered teacher (or equivalent Teacher Accreditation Authority) will be present as indicated under the "Duty of Care" legal requirements. The registered teacher will provide regular written, informed feedback on the Preservice or Graduate Student Teacher's teaching.

Teachers' work is subject to many considerations at law. Preservice or Graduate Student Teachers are strongly encouraged to consult very closely with the Site-Based Teacher Educators to become familiar with the legal requirements that affect teachers' work. Site Coordinators during induction meetings to discuss the relevant acts of legislation.

DUTY OF CARE

Supervising teachers have a legal responsibility for the physical and intellectual wellbeing of the students in the class at all times. However, should harm come to any student through negligence or poor judgment on the part of any Preservice or Graduate Student Teacher, it might be expected that both the PST/GST and the Supervising Teacher could be held responsible, especially if such harm had been reasonably foreseeable by either party.

Preservice or Graduate Student Teachers should know the whereabouts of the supervising Site-Based Teacher Educator **at all times** and should be able to call for immediate support if necessary. Preservice or Graduate Students Teachers 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 judgement is at all times essential and guided by the Site-Based Teacher Educator.

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 student's best interests first. It is NEVER appropriate for Preservice or Graduate Student Teachers 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 Preservice or Graduate Student 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. Preservice or Graduate Student Teachers who are unsure how to act or respond in a particular situation should consult with their Site Coordinator or contact the Professional Experience Academic Coordinator [Education]. The QCT also provides a [Professional Boundaries Guideline for Queensland Teachers](#).

LEGAL RESPONSIBILITY

A visit to the [Department of Education and Training](#) website will provide information on the numerous responsibilities and legal requirements facing teachers and principals:

- Workplace Health and Safety
- Management of Behaviour in a Supportive School Environment
- Schools and Discipline and Anti-Discrimination policy

Under the **State Education Act**, the legal responsibility for duty of care of students lies with the Principal. Accordingly, during periods of Professional Experience, the Principal is the person to whom the Preservice or Graduate Student Teacher is, in turn, ultimately responsible.

Several key factors seem to apply to the consideration of teachers' legal rights and responsibilities, these are:

- **Preventative action** - It is essential that teachers (and Preservice or Graduate Student Teachers) give careful attention to ensuring that all learners are placed in a generally safe environment and that hazards that could be reasonably foreseen have been removed.
- **Documentation and reporting** - Whenever an incident occurs where a child has been injured, become ill, or is involved in some potentially serious incident of misbehaviour, Preservice or Graduate Student Teachers should take great care to report the incident immediately to the SBTE and administrators in the school/centre as appropriate. Write an account of the incident with detailed attention to time, place and others present.
- **Confidentiality and non-discrimination** - In writing such reports and in all spoken and written commentary about Professional Experience, act in accordance with professional ethics of confidentiality and non-discrimination.
- **Corporal Punishment** – At the beginning of the 1995 school year, corporal punishment in Queensland State Schools was **abolished** and is prohibited in most other schools. The Work Integrated Learning Team and JCU strongly condemn any willful act of harm committed by a Preservice or Graduate Student Teacher upon any student in their care. We strongly support the view of teaching as moral and ethical work with a primary commitment to the education, safety and wellbeing of everybody's children.

STUDENT DISCLOSURE

A situation may arise where a student at the host site discloses personal information related to sexual assault, neglect or abuse. Staff members have legal obligations depending on the information disclosed, requiring reporting specific events to police, even if this means breaking the student's confidence. The site will have a **policy and procedure to follow**.

FAILS TO PRESENT FOR PLACEMENT

A School is asked as a Duty of Care to **notify JCU** if a Preservice or Graduate Student Teacher **fails to present** without notification for the commencement of Placement.

DOCUMENTATION REQUIREMENTS

Professional Experience Reports

To support the assessment processes and JCU's commitment to academic integrity, all Reports are returned **ONLY** by **Site Coordinators**. Digital Reports are to be submitted to Working Integrated Learning Team by email within **5** days of completion of Placement.

- Professional Experience Reports
- Professional Experience Attendance Records

Ask the Site Coordinator to be **cc (Carbon Copied)** in the email to retain a copy.
Ensure you have **signed** the Professional Experience Report.

Professional Experience Portfolios

Preservice or Graduate Student Teachers are **required** for each Placement to collate a Professional Experience Portfolio. The Portfolio is the **working document** to demonstrate evidence of teaching capacities relevant to the Placement. The specific artefacts should be supportive evidence of the Australian Professional Standards for Teachers (APST) descriptors demonstrating the Preservice or Graduate Student Teacher's progress and achievements in meeting the Placement specific assessed APSTs. The Site-Based Teacher, Site Coordinator, Professional Experience Academic Coordinator and University Academic Liaison **may view and discuss** the Portfolio **at any time** during a Placement.

The SBTE uses the Portfolio to inform their assessment of the PST/GST's performance over the Professional Experience Phase.

The Portfolio is **not submitted** to WIL Team **or** the relevant Subject Site in which the Placement is embedded. It **is required** to be brought to the Professional Experience Workshops.

GLOSSARY OF WEBLINKS

[Work Integrated Learning JCU](#)
[Placement Requirements Procedure Policy](#)
[Blue Card Services](#)
[Professional Experience Calendar](#)
[Professional Experience Frequently Asked Questions](#)
[Professional Experience Special Consideration](#)
[Review of a Student's Suitability to Continue a Course Involving Placement](#)
[JCU Student Code of Conduct](#)
[QCT: Code of Ethics for Teachers Queensland](#)
[Professional Boundaries Guideline for Queensland Teachers \(QCT\)](#)
[Early Childhood Australia Code of Ethics](#)
[JCU Student Equity & Wellbeing](#)
[James Cook University Student Insurance Information](#)
[Professional Experience Checklist](#)
[Australian Professional Standards for Graduate Teachers](#)
[Literacy and Numeracy Test for Initial Teacher Education Students](#)
[Graduate Teacher Performance Assessment \(GTPA\)](#)



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