General Information
Handbook
2020

College of Arts, Society & Education
Professional Experience
Bachelor of Education
Master of Teaching and Learning

Contact information
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Purpose of this Book

This book provides an outline of the requirements for professional experience and the details that Preservice Teachers need for a successful placement. This book contains the following:

- The roles of schools/centres, Site Coordinators, supervising teachers, university liaisons and Preservice Teachers.
- Support in place for Preservice Teachers.
- Responsibilities and expectations before, during and after professional experience.
- The requirements for assessment of professional experience including the expectations for each year level.
- A professional experience checklist for Preservice Teachers, sites and supervising teachers.
- A list of important contacts.

Professional Experience Contacts

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<thead>
<tr>
<th>Postal Address</th>
<th>Cairns</th>
<th>Townsville</th>
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<tbody>
<tr>
<td>College Placement Team</td>
<td>College Placement Team</td>
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<tr>
<td>College of Arts, Society &amp; Education James Cook University</td>
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<tr>
<td>PO Box 6811</td>
<td>1 James Cook Drive</td>
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<tr>
<td>Cairns QLD 4870</td>
<td>Townsville QLD 4811</td>
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<tr>
<th>Website</th>
<th>Professional Experience</th>
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For all general correspondence related to Professional Experience, please email: eduprofex@jcu.edu.au

College Placement Team

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Handbook Abbreviations

SC: Site Coordinator
SBTE: Site-Based Teacher Educator
PST: Preservice Teacher
AC: Academic Liaison
CPT: College Placement Team
QPERF Report: Queensland Professional Experience Reporting Framework
Portfolio: Professional Experience Portfolio
Professional Experience

Professional Experience is embedded within each of the Bachelor of Education and Masters of Teaching and Learning Programs and is one of two program components that must be successfully completed to be eligible to apply for teacher registration with relevant teaching authorities. Program courses that contain professional experience are designed to facilitate the transition to beginning teacher.

Each Professional Experience course consists of an on-campus/online program and a professional experience placement, which are aligned to the Australian Professional Standards for Teachers Graduate level. There is an expectation that Preservice Teachers will achieve competency against all elements through their professional experience placement opportunities and demonstrate professionalism in all their actions. The Professional Experience calendar outlines the length and dates for each professional experience placement.

Professional Experience Calendar

- Can be downloaded here

Professional Experience FAQ’s

- Can be found here
Section One – General Information

Professional Experience Overview - Bachelor of Education (Early Childhood)

This infographic explains the overview of Professional Experience for Bachelor of Education Early Childhood Education.

**PHASE 1 FOCUS**

**Introduction to the Profession Teaching and Learning**

**SP 1**
5 Days Induction into ECE context (3-5 years) (AR)

**SP 2**
5 Days Induction into a school context (at least 1 day in upper primary) (UA)

**SP 2**
10 Days Early Childhood Centre (AR)

**PHASE 2 FOCUS**

**Development of Professional Practitioners Teaching for Learning**

**SP 1**
5 Days Contextual Observation and supporting learners and learning (UA)

**SP 2**
25 Days Planning and teaching (AR)

**PHASE 3 FOCUS**

**Development of Professional Practitioners Teaching for Learning**

**SP 1**
5 Days Contextual Observation and supporting learners and learning (AR)

**SP 2**
10 Days Birth to 2 Yrs (AR)

**SP 2**
15 Days 3 Week Block (5-8 years) (AR)

**PHASE 4 FOCUS**

**Transition into the Profession Teachers as Researchers for Learning and Change**

**SP 1**
3 Week Block School Setting (AR) - OPERF

**SP 1**
5 Week Block School Setting (AR) - OPERF (GTPA)

**KEY**

AR - ASSESSED AND REPORT REQUIRED
UA - UNASSESSED; ATTENDANCE RECORD ONLY - NO REPORT REQUIRED

*For those students who are in transition from the old degree to the new degree as they commence their 4th year, may require special arrangements for their placements to ensure they meet ACECQA requirements. Those students are required to meet with the Director of Professional Experience and Community Engagement prior to their 4th Year Professional Experience.*
Professional Experience Overview - Bachelor of Education (Primary & Secondary)

This infographic explains the overview of Professional Experience for Bachelor of Education Primary & Secondary Education.

**Phase 1 Focus**
Introduction to the Profession Teaching and Learning
- **SP 1**: 5 Days Induction into the Profession (AR)
- **SP 2**: 5 Days Observation and supporting learners and learning (UA)

**Phase 2 Focus**
Development of Professional Practitioners Teaching for Learning
- **SP 1**: 5 Days Observation and supporting learners and learning Junior Curriculum (UA)
- **SP 2**: 10 Days Planning and teaching a series of lessons (AR)

**Phase 3 Focus**
Development of Professional Practitioners Teaching for Learning
- **SP 1**: 5 Days Contextual Observation & supporting learners and learning (AR)
- **SP 2**: 15 Days 3 Week Block At least 1 week Independent Practice (AR)

**Phase 4 Focus**
Transition into the Profession Teachers as Researchers for Learning and Change
- **Phase 1**: 4 Week Block Observation Planning & Teaching Independent Practice (AR)
- **Phase 2**: 5 Week Block 4 weeks of Independent Practice (AR) (GTPA)

**Key**
- **AR**: Assessed and Report Required
- **UA**: Unassessed; Attendance Record Only - No Report Required
Professional Experience Overview - Master of Teaching and Learning

This infographic explains the overview of Professional Experience for Master of Teaching and Learning

**PHASE 1 FOCUS**

1. One-week Block
   Observation and closely guided practice

2. Two-week Block
   Co-planning and co-teaching of Arts, English and Mathematics
   Observation or closely guided practice in other learning areas.
   Up to 7 contextual (non-assessed) days prior to placement

**PHASE 2 FOCUS**

4. Four-week Block
   Minimum of two-week independent practice
   in the Arts, English, Mathematics, Technologies
   and
   preservice teacher’s area of specialisation
   Observation or closely guided practice in other learning areas
   Up to 7 contextual (non-assessed) days prior to placement

**PHASE 3 FOCUS**

5. Five-week Block
   Minimum of three weeks of independent practice
   in all learning areas
   Complete Graduate Teacher Performance Assessment task.
   Up to 7 contextual (non-assessed) days prior to placement

**PHASE 4**

4-week Block

Internship
Professional Learning Cycle


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

**Expectations Review**

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

Preservice Teachers will initiate a meeting with their supervising teachers (Site-Based Teacher Educators) prior to their 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 will provide a one-page introduction to their 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 will be positive, open and responsive in this conversation. They will share their understanding of the professional requirements, as well as give respectful consideration to their Site-Based Teacher Educators’ perspective.

The Site-Based Teacher Educator will too be open and explicit in communicating their expectations. Their expectations are informed by their understanding of the needs of the class, the Professional Experience Handbook, as well as the Preservice Teachers’ goals for their professional experience. Ongoing conversations, and review of expectations contribute to successful and rewarding professional experience.

The following are important 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*

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

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Collaborative Learning Stage</th>
<th>Site Based Teacher Educators</th>
<th>Preservice Teachers</th>
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| Model    | • Demonstrate and describe desired quality of performance  
• Identify and explain the evidence/research/policy that informs their practice  
• Provide timely and descriptive feedback to confirm, correct and refine practice | • Listen, observe, document and model Site-Based Teacher Educators’ practices  
• Reflect and refine practice | |
| Collaborate | • Demonstrate and describe selected segments of a planning/teaching task (what Preservice Teachers are not confident in doing)  
• Support, scaffold and synchronise to complete the task  
• Provide descriptive feedback to prompt reflection | • Select and demonstrate segment of a task (what Preservice Teachers 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 | • Support setting of learning intents  
• Observe and prompt  
• Provide reflective questions to probe curricular considerations | • Apply and adapt examples of practice  
• Monitor and evaluate their contribution to student learning | |
| Work Independently  
(final stage of placement) | • Coach: observe, prompt, refine, sharpen performance  
• Evaluate practice | • Create a quality of practice that reflects shared expectations  
• Generate performance that reflects aspired professional identity  
• Monitor and evaluate their contribution to student learning | |
**Co-planning**
Co-planning makes visible curricular thinking and promotes pedagogical conversations that celebrate the complex, creative and intellectual work of teaching. Preservice Teachers will draw from their coursework knowledge and professional experience to **contribute to co-planning**. Site-Based Teacher Educators will support Preservice Teachers’ learning over a gradual release of responsibility in planning. Site-Based Teacher Educators will model, share and guide Preservice Teachers to independent planning. In each stage, the conversations will include a sharing of curricular considerations on intent, differentiation, lesson design, pedagogical and resource selections.

**Co-teaching**
Co-teaching provides an active learning opportunity for Preservice Teachers to **share responsibility** in executing the lesson plan, **enacting** selected pedagogical strategies, observing and responding to their Site-Based Teacher Educators’ performance, as well as observing student responses. Preservice Teachers will be guided to teaching independently, with Site-Based Teacher Educators modelling, sharing and describing their practices in teaching, monitoring and gathering evidence of student learning and managing an effective classroom. Over the four years of professional learning, Preservice Teachers develop their craft in teaching by **modeling, blending and experimenting**. Also, they sharpen their agility in making pedagogical decisions, and increase their fluency in describing their practice.

**Co-reflecting**
As a co-constructive professional experience, co-reflection is an important activity to clarify and affirm learning in the professional experience. Preservice Teachers will take an active responsibility to **monitor and reflect** on their contributions to student learning, as well as their professional development. They will share their reflections as well as consider their Site-Based Teacher Educators’ **review** of their performance. Whilst Site-Based Teacher Educators have the formal responsibility to evaluate and report on Preservice Teachers’ performance, they recognise this co-reflection activity offers a critical opportunity for professional conversations about curriculum, pedagogy and student learning.

By the final day of professional experience, the Preservice Teachers will discuss and review the **Professional Experience Portfolio of Evidence**. Preservice Teachers are expected to discuss the samples of work to demonstrate their stage of learning prior to Site-Based Teacher Educators completing the report. Site-Based Teacher Educators will provide Preservice Teachers with **formative feedback** to support their next phase of professional experience, and explain their evaluation.
Professional Conversations

A guide to engaging in professional conversations on learning and teaching

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 their 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 – General Principles

The JCU professional experience 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 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 education outcomes for all learners
  - meet the Australian Graduate Teacher Standards.

JCU Liaison Academic Visits

The JCU staff contact is designed to support and advise participants in the professional experience process: the Preservice Teacher, supervising teacher, and Site Coordinator. Cairns and Townsville schools with final year Bachelor of Education and Final year Master of Teaching and Learning students will be allocated a JCU Academic Liaison who will:

- Establish contact with the school early in the final professional experience
- Organise in advance to meet with supervising teacher(s) and Preservice Teacher(s) to discuss professional experience progress
- Write a report on visit and submit this to the JCU College Placement Team
- Discuss and review any concerns in relation to the progress of the Preservice Teacher with the Site Coordinator, supervising teacher and Preservice Teacher
- Refer concerns to the Director of Professional Experience and Community Engagement for further action if necessary
- Be available for moderation if necessary

Schools outside of Cairns or Townsville will be contacted via telephone to check on student progress.

Student-free Days and Attendance

If schools/centres have a student-free day during professional experience, the school/centre should determine the attendance and participation of the Preservice Teacher for that day. We encourage the Preservice Teacher to participate, but understand that it is not always feasible. If this should occur, then Preservice Teachers are expected to negotiate with their Site-Based Teacher Educator a time to make up the required number of professional experience days. Preservice Teachers are also required to make up missed time in the event of, for example, illness, public holidays etc. So, too, they are expected to attend for a full day, from before the first bell, to after the final bell and to remain on school/centre grounds during lunch.
**Employment and Final Year Preservice Teachers**

The final year professional experience plays an important part in the recruitment strategies of most employers. We also ask that schools/centres assist Preservice Teachers to collect evidence to demonstrate that they have met AITSL Australian Graduate Teacher Standards as part of their preparation for employment applications.

As part of their final year lecture program, Preservice Teachers participate in mandatory employment Professional Orientation information sessions from the Department of Education and Training, Catholic Education and Independent schools. JCU also works to ensure Preservice Teachers have adequate information about various employment strategies, however, it should be noted that employment processes are independent of JCU requirements.

**Concerns and Complaints**

It is recognised that there may be occasions in which one of the Site-Based Teacher Educators or Site Coordinators may wish to lodge a concern or complain about aspects of professional experience. We strongly encourage all partners to voice such concerns in ways that allow them to be considered and acted upon where appropriate. *Early notification* of problems is extremely important.

If there are problems of availability, confidentiality or ethical dilemmas involved, all Site-Based Teacher Educators or Site Coordinators are urged to contact the **College Placement Team** by either emailing eduprofex@jcu.edu.au or leave a specific message on 07 4781 6500 indicating if the matter requires urgent attention.

The following flow chart may be of assistance in clarifying the general lines of communication available to all stakeholders.
Preservice Teacher Information

Code of Ethics
A guide to ethical practice

A Code of Ethics is a set of statements about 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 which 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 Teachers should acquaint themselves with existing codes, and discuss the issue of ethics with their 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 Teachers on 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 the Preservice Teacher:

1. The primary professional responsibility of the Preservice Teacher is to value and promote the education, safety and well-being of all learners.
2. Preservice Teachers should share their host schools/centres commitment to parents and families of all learners.
3. Preservice Teachers should strive to support and assist their teaching colleagues, including other Preservice Teachers and supervising teachers; and behave in ways that help build trusting, collaborative relationships.
4. Preservice Teachers should behave in educational and wider communities in ways that promote and enhance the status of the teaching profession.
5. While appointed to particular schools or centres for professional experience, Preservice Teachers should strive to observe their commitments to the policies and rules of that school or centre.

Preservice 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.
Code of Conduct
Preservice 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.

JCU Preservice Teachers are also required to abide by the JCU Student Code of Conduct Policy.

Relevant resources:
- JCU Student Code of Conduct
- QCT: Code of Ethics for Teachers Queensland
- QCT: Professional Boundaries Guideline for Queensland Teachers

Dress
Preservice Teachers must be professional in their 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.

Work Health and Safety
All schools and centres should have a Work Health and Safety Policy and a Risk Management Policy. Preservice Teachers must become familiar with these policies, procedures and undertake appropriate inductions. Preservice Teachers may be required to be proactive and ask their Site Coordinator or supervising teacher about these policies, procedures and inductions. Preservice Teachers may be required to sign off on their understanding of some of the school/centre policies. Some sites require Preservice Teachers to attend special health and safety preparation.

Preservice Teachers should ensure that they provide their workplace site with their contact details for health and safety purposes.

Discrimination
If Preservice Teachers 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. If you are unsure of how to proceed contact the College Placement Team.

Relevant Documents
FAQ’s Health and Wellbeing While on Professional Experience

What if I am sick and I can’t go on placement?
If you have a medical condition that limits your opportunity to complete all the work involved in teaching, you should not go on professional experience. For example, if you have a broken collarbone and cannot write on the board, you should not attend your placement. Under these sorts of circumstances, and with a medical certificate, we are able to consider placement at an alternative time.
In the event that you cannot attend professional experience because of a medical condition, you should immediately advise the College Placement Team (eduprofex@jcu.edu.au) of your situation. You will also need to provide a medical certificate before any negotiation can occur.

What if I get sick during a week of Professional Experience?
It is a Queensland College of Teachers’ requirement that you complete the required number of days of professional experience. If you are sick for any days during your placement you must:

1. Contact the school/centre before the working day begins (usually by 8:00am) and advise them that you will not be in that day
2. Provide a medical certificate to the school/centre and a copy to the College Placement Team (eduprofex@jcu.edu.au)
3. Negotiate with the school/centre to make up the days for your illness

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

What happens if I have a medical condition?
If you have a medical condition, you need to advise the Director of Professional Experience as soon as it becomes apparent, or as soon as you feel it will impact on your professional experience. Support from Accessibility Services can also be arranged if appropriate.

What if my children become sick either before or while I am on placement?
It is a requirement of the Queensland College of Teachers that you complete the required days of professional experience. If your children become sick either before or are sick for any days during your placement you must:

1. Contact the school/centre before the working day begins (usually by 8:00am) and advise them that you will not be in that day
2. Provide a medical certificate for your child to the school and a copy to the College Placement Team (eduprofex@jcu.edu.au)
3. Negotiate with the appropriate school to make up the days you missed due to your child’s illness

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

What will I do if I’m injured at school?
If you are injured, seek medical assistance, report the injury to your supervising teacher, complete an accident report form at the school/centre, AND contact the College Placement Team in order to submit a report via Riskware at JCU.
What happens if I am pregnant?
If you are pregnant you need to obtain a medical certificate from your medical practitioner stating your expected due date and that you are 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/centre and a copy to the College Placement Team.

**Note**: in general, schools/centres will not permit you to be on placement 6 weeks prior to or 6 weeks after the birth of your child (schools may vary with this requirement).

What do I do if I get stressed about my Professional Experience?
If your mental health is affecting your engagement in professional experience, please contact [JCU Counselling Unit](#). The service is free for all JCU students.

**Support for Preservice Teachers**
Whilst on professional experience there are a number of personnel in place to support the Preservice Teacher. Initial support is provided by the Director of Professional Experience & Community Engagement or assigned Academic Liaison then the Subject Coordinator and if necessary the Course Coordinator. The academics are there to support the Preservice Teacher as they navigate the placement.

It is important that Preservice Teachers engage with all coursework during the semester, coursework prepares Preservice 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 Preservice 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 on Professional Experience the Preservice Teachers should contact the College Placement Team as soon as possible, they will be able to connect you with the Director of Professional Experience and Community Engagement or other support staff quickly. Remember though that the severity of an issue may dictate an immediate request for support, rather than trialing different options.

**Counselling Services**
The University's Counselling Service provides a professional, confidential and free counselling service to Preservice 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 JCU.

**Relevant resources**
- [JCU Counselling Service](#)

**Intervention Notification**
The “Intervention Notification” is designed for use by Preservice Teachers to trigger a response from the College Placement Team to an issue or concern. Many issues are swiftly resolved if raised early. It is critical
that Preservice Teachers who are experiencing difficulty advise the College Placement Team. See the relevant Professional Experience handbook for details.

**Travel**

Preservice Teachers 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.

**Insurances**

Preservice Teachers on JCU pre-approved subject related placements, which have been published as confirmed in InPlace by the College Placement Team, are covered (subject to limitations) under the university’s Public Liability, Professional Indemnity and Student Personal Accident Insurance. Preservice Teachers who participate in work and voluntary experiences of their own volition or undertake placements that have not been published as confirmed by the College Placement Team in InPlace are not covered under university insurance policies.

Any incident that requires the attention of the James Cook Universitys Insurers should be notified directly to the JCU Insurance Office on 07 4781 4882 or insurance@jcu.edu.au

**Use of Private Motor Vehicle (PMV) during Professional Experience**

Preservice Teachers must ensure that their motor vehicle insurance provider is aware that they use their vehicle for official business purposes (other than private travel) during the course of their study.

Checklist - ensure you have a valid:
- Australian driver’s license
- Current vehicle registration
- Full vehicle comprehensive or third party insurance policy

**Note:** In the event of an accident involving a private vehicle while on University business, any insurance claim which may arise must be made through the vehicle owner’s insurers. It is not possible for any motor vehicle insurance claims to be made under the University’s insurance.

**Legal Rights and Responsibilities**

The College of Arts, Society & Education interprets “supervision by a registered teacher” to mean that a registered teacher will be present as indicated under the “Duty of Care” legal requirements and that the registered teacher will be able to provide regular written, informed, feedback on the Preservice Teacher’s teaching.

Teachers’ work is subject to many considerations at law. Preservice Teachers are strongly encouraged to consult very closely with their Site-Based Teacher Educators to become familiar with the legal requirements that affect teachers’ work. Preservice Teachers are encouraged to discuss with the Site Coordinator the relevant acts of legislation.

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 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 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, becomes ill, or is involved in some potentially serious incident of misbehaviour, Preservice Teachers should take great care to report the incident immediately to their supervising teacher, and to administrators in the school/centre as appropriate. The Preservice Teacher should also 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, Preservice Teachers should act in accordance with professional ethics of confidentiality and non-discrimination.

- **Corporal Punishment**
  Preservice Teachers are reminded that at the beginning of the 1995 school year, corporal punishment in Queensland State Schools was abolished and is prohibited in most other schools. The College Placement Team and JCU would strongly condemn any willful act of harm committed by a Preservice Teacher upon any student in her/his care. We strongly support the view of teaching as moral and ethical work with a primary commitment to the education, safety and well-being of everybody’s children.

**Student Disclosure**

A situation may arise where a student at the 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. Preservice Teachers must ensure they know and understand this information, and report any incident to the Site Coordinator.

**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 Preservice Teacher it might be expected that both the Preservice Teacher and the supervising teacher could be held responsible, especially if such harm had been reasonably foreseeable by either party. Preservice Teachers should know the whereabouts of their supervising teacher at all times and should be able to call on him/her immediately for support if necessary. Preservice 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.

Confidentiality
Schools/centres deal with confidential information about students and their families. In written reports, and in all spoken commentary about professional experience, Preservices Teachers are expected to act in accordance with professional ethics of confidentiality and non-discrimination. James Cook University’s confidentiality is acknowledged when completing placement preferences on Inplace, It is a serious breach if confidentiality is broken.

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

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 Preservice 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 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 Teachers who are unsure how to act or respond in a particular situation should consult with their supervisor, Site Coordinator or contact the College Director of Professional Experience and Community Engagement. The QCT also provides a Professional Boundaries Guideline for Queensland Teachers that can be found here.

Photographing and using children’s work
Preservice Teachers should be guided to work within the policy of the school or centre before attempting to take photographs. It is not the role of the College Placement Team to manage permission for the photography or for making observations.

It is an offence to take photos of minors without the written permission and consent of their legal parents or guardians. Request clarification with the school/centre and/or your Site-Based Teacher Educator, eg. many schools/centres have a blanket permission for the full year with each family, other schools/centres 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/centres.
Critical Incident

Schools and centres are not immune from violent critical incidents. A critical incident is broadly defined as an event that causes disruption to an organisation or environment, and creates significant danger or risk and traumatically affects individuals within that organisation. It can include: fire, bomb threat, explosion, gas or chemical hazard, flood, accident, death, destruction of workplace, break-in accompanied by major vandalism, students lost or injured on an excursion, hostage situations, violence between students or assault on a teacher or student, sexual assault, suicide, natural disaster and/or unfavourable media attention.

Most schools and centres will have a Crisis Management Plan and the Site Coordinator will guide and support Preservice Teachers in this rare instance.

What Preservice Teachers should do:

- Make notes about the incident – state the facts about what occurred, where and when it occurred, how many people involved or hurt, how much damage done, etc.
- Discuss observations with the supervising teacher and Site Coordinator. Remain objective and professional in these discussions.
- Make notes about what you; the supervising teacher, and the Site Coordinator discussed.
- Keep records secure. Refrain from using any names or school or centre titles in this observation / commentary.
- If Preservice Teachers are disturbed by any critical incident and they wish to discuss their concerns following the professional experience, they should contact the College Placement Team. Where required, Preservice Teachers will refered to James Cook University Student Equity and Wellbeing Team. Preservice Teachers can also contact the Student Equity and Wellbeing Team direct on: https://www.jcu.edu.au/learning-and-teaching/students/student-equity-and-wellbeing
Discontinuation of placement

Preservice Teachers are required to follow these procedures if they make the decision to withdraw from their placement:

- Inform the College Placement Team, your Site Coordinator, immediately if you decide to discontinue with your placement.

The school/centre can choose to discontinue a placement for a variety of reasons, some of which may not be related to the Preservice 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 Preservice Teacher’s control, then the College Placement Team will endeavour to find a new placement for the Preservice 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 subject is offered.

Placements will be discontinued if a Preservice Teacher breaches the JCU Student Code of Conduct. Schools/centres will exclude a Preservice Teacher from a placement if their organisation considers on reasonable grounds that the Preservice Teacher’s conduct during the placement is inappropriate or that the Preservice Teacher is not suitable to undertake or to continue the placement. The Site Coordinator will notify the College Placement Team who will advise the Preservice Teacher not to attend the site. In most cases the Preservice Teacher will receive a failing grade for the unit. Other disciplinary actions may also be taken in accordance with university rules.
Preservice Teacher Guidelines for Professional Experience

The following set of guidelines is consistent with the Australian Institute of Teaching and School Leadership (AITSL) requirements. The College Placement Team has a commitment to providing equitable, quality placements for all JCU students. Students with particular needs should make direct application for “Special Consideration” to the Director of Professional Experience and Community Engagement.

1. The College of Arts, Society & Education ensures that students learn to work with a wide range of learners. This is achieved through the following:
   - Bachelor of Education Preservice Teachers must 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), over the period of their program, should be placed so that they will experience teaching in Preparatory to Year 3 settings and other approved settings where appropriate;
     - Primary Preservice Teachers, over the period of their program, should be placed so that they will experience a range of lower, middle and upper primary year levels;
     - Secondary Preservice Teachers will not be placed for first year placement in the school where they themselves completed Year 12 in the previous year;
     - Secondary Preservice Teachers, over the period of their program, should be placed in settings where they will experience both teaching areas and classes at compulsory and post-compulsory levels.

2. The JCU College of Arts, Society & Education interprets “supervision by a registered teacher” to mean that a registered teacher will be present as indicated under the “Duty of Care” legal requirements and that the registered teacher will be able to provide regular written, informed feedback on the Preservice Teacher’s teaching.

3. The JCU College of Arts, Society & Education interprets that “conflict of interest” may arise from a number of situations, including family connections or paid employment. Students must identify, and not apply for, placements in settings where such “conflict of interest” may arise. Failure to heed a “conflict of interest” may jeopardise results for the placement and may be viewed as academic misconduct (see FAQs for Students on the Professional Experience website for further details).

4. Preservice Teachers shall submit their preference online via InPlace by the due date. Except in extraordinary circumstances, failure to submit placement preferences by the cut-off date forfeits the Preservice Teacher’s opportunity to express a preference.

5. Placements can only be arranged by the College Placement Team. Students and members of their families must not make direct contact with teachers, schools or centres to arrange placements. This procedure ensures that all Preservice Teachers have equitable access to quality placements and that schools are not burdened with the administration of a University requirement.
6. Preservice Teachers are advised that whilst every effort is made to secure one of their preferences, the College Placement Team cannot guarantee this. Furthermore, Preservice Teachers are advised that they will be required to undertake Professional Experience outside of Townsville or Cairns (depending where the student is enrolled) at their own expense – refer to rule refer to rule 3.2 of the Bachelor of Education Undergraduate Award requirements. Similarly, ECE online students will be required to undertake Professional Experience outside of their home-based location at their own expense.

7. Where a placement cannot be obtained in the preferred geographical location, the Preservice Teacher will be advised by email from the College Placement Team and will be asked to provide an alternative location for their placement and/or advised of available locations.

8. In the event that Preservice Teachers are unable to undertake placement outside of Townsville or Cairns, Preservice Teachers may request Special Consideration for a Townsville or Cairns placement. Likewise, ECE online students may request Special Consideration for their placement. An Application for Special Consideration must:

   • Be submitted to eduprofex@jcu.edu.au prior to Inplace Preferences closing for that subject.
   • Provide evidence for Special Consideration. Note: Employment and general parenting responsibilities are not considered grounds for Special Consideration
   • Be approved by the Director of Professional Experience and Community Engagement.

9. The College Placement Team cannot provide a guarantee for any preferred placement locality however, priority for final year placements will be given to Preservice Teachers who have undertaken a third year placement in rural or remote communities.

10. Preservice Teachers who fail to meet the relevant academic prerequisite or co-requisite requirements will not be eligible to undertake their professional experience placement.

11. Once Preservice Teachers’ placements are published via InPlace, no change is permitted without consultation with the College Placement Team. Dates of professional experience can only be changed in exceptional circumstances and with the approval of the Director of Professional Experience and Community Engagement.

12. Once a placement has commenced, any change, including extended absence and withdrawal, must be approved by the Director of Professional Experience and Community Engagement.

13. In the event that a Preservice Teacher ceases or seeks to modify a placement due to medical and/or mental health issues, the provision of any future placements will be dependent on the Preservice Teachers providing a statement from their medical professional and/or mental health professional based on an outline of the requirements of the placement provided by the Director of Professional Experience and Community Engagement. This statement must attest to the Preservice 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”.

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14. Any professional experience (including repeat professional experience) can only be undertaken in accordance with the guidelines of the Academic Calendar and associated rules.

15. The Director of Professional Experience and Community Engagement maintains the right to require a Preservice Teacher to undertake a repeat professional experience placement in Townsville or Cairns.

16. Preservice Teachers who do not complete the required number of days of a professional experience subject, without the approval of the Director of Professional Experience and Community Engagement, will be deemed to have failed the subject.

17. Candidates must pass the professional experience component of the course. Preservice Teachers who receive an unsatisfactory grade will be:

   - excluded from the program or
   - required to repeat the subject. Unsatisfactory performance in a repeat placement will result in exclusion from the course.

18. If at any time a Preservice Teachers’ circumstance changes with regards to “good character” (as defined by QCT) she/he is obliged to immediately contact the Director of Professional Experience and Community Engagement to arrange a reassessment of professional experience.

19. Preservice Teachers are also subject to the university policy “Review of a Student’s Suitability to Continue a Course Involving Placement”.

20. 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 Orientation Program on campus during the final year of the program. For students undertaking flexible delivery (distance education), this program may be undertaken at either of the Cairns or Townsville campuses.
Role of the Preservice Teacher

ROLE OF PRESERVICE TEACHER
This infographic summarises the roles of preservice teachers

ATTITUDE
Be enthusiastic and hardworking
Show awareness that settings do differ
Be committed to helping all learners
Show respect for professional ethics, especially confidentiality

AGENCY
Be fully prepared for the placement
Seek to develop appropriate outcomes for all learners
Seek information about the effectiveness of teaching
Seek to become increasingly independent

REFLECT
See professional experience as an occasion for inquiry and learning
Engage in conversations about developing a personal educational philosophy
Critically reflect on the effectiveness of teaching for all learners

PRACTICE
Know the requirements for the placement
Gather new ideas and resources
Take supervising teacher’s advice into consideration
Build your student portfolio
Working with Children

All Preservice Teachers must complete a Working with Children Check for the state in which they wish to apply for placement. The Working with Children Check is a screening process that assesses your suitability to work with children and young people based on known disciplinary and police information.

All Preservice Teachers undertaking professional experience in Queensland are required by law to hold a valid Blue Card or Exemption Card, issued by Blue Card Services Queensland.

- It can take up to 8 weeks for Blue Card Services Queensland to process your application/renewal.
- There is no fee for university students’ cards.
- The card is valid for three years. It must be renewed at least one month prior to the expiry date to retain currency.
- It is the Preservice Teachers’ responsibility to maintain a current Blue Card throughout the course.
- It is also the Preservice Teachers’ responsibility to ensure their contact details are up-to-date with Blue Card Services. For example, if there is a change in the Preservice Teachers’ address or phone number, they must contact Blue Card Services and provide their new details.
- Preservice Teachers are required to present the physical card to their Site Coordinator prior to placement beginning.

Application process is outlined on the College website here. Further information can be obtained on the Information Hotline 1800 113 611 or from Blue Card Services.

Placement Requirements Preservice Teachers

Preservice Teachers MUST;

- Attend ALL scheduled Profex Briefings to prepare for placement
- Familiarise themselves with the Professional Experience Handbook
- Adhere to JCU Student Code of Conduct
- Adhere to each Placement schools/centres’ Code of Conduct, policies, procedures and induction requirements while on placement
- Act with integrity
- Make a calendar of key dates for placement
- Organise their work and family commitments
- Contact their school/centre prior to placement to confirm and arrange dates where necessary
- Notify their placement school/centre and the College Placement team if they are unable to continue with the placement
- Notify placement school/centre if they are ill or cannot attend a day during professional experience timeframe. Provide a Medical Certificate to the school/centre and negotiate with the Site-Based Teacher Educator a time to make up all absences
- Ensure they do not commit to expectations for attending school/centre in between professional experience phases that interfere with coursework
- Review strategies for getting to know their learners/students quickly
- Obtain copies of relevant curriculum documents and/or work programs used by the school/centre to support the placement requirements
- Research the placement school/centre and its community
• Lodge the “Intervention Notification” if/as necessary
• Review the Queensland Professional Experience Reporting Framework, Professional Experience Checklists

Personal Literacy

All Preservice Teachers are required to meet the benchmarks of the Literacy and Numeracy Test for Initial Teacher Education Students as per the Australian Council for Education Research prior to graduation.

Well trained, skilled and knowledgeable teachers provide the foundation for a high quality education system in which every Australian student receives excellent teaching. The Literacy and Numeracy Test for Initial Teacher Education Students (the test) is designed to assess initial teacher education students’ personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching and assist higher education providers, teacher employers and the general public to have increased confidence in the skills of graduating teachers.

The test has been introduced to assess those aspects of initial teacher education students’ personal literacy and numeracy skills that can be measured through an online assessment tool.

All Preservice Teachers enrolled in an initial teacher education course (either undergraduate or postgraduate) will be expected to sit and meet the test standard prior to graduation. Some higher education providers may also require you to sit the test as part of their course entry requirements. In addition, some states and territories may require successful test results to complete your final placement to register or to be employed as a teacher. You should contact your higher education provider and the teacher regulation authority in your state or territory to confirm their requirements. Sourced from the Australian Council for Education Research.

Australian Professional Standards for Teachers (Graduate)

Graduate Preservice Teachers who wish to obtain registration through the Queensland College of Teachers are required to demonstrate achievement of the Australian Professional Standards for Graduate Teachers.

Preservice Teachers should take the opportunity to collect evidence of their achievement of professional standards while undertaking professional experience (see Appendix for Australian Professional Standards for Graduate Teachers).

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 Teachers to demonstrate their 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 Teachers must successfully complete the GTPA as a condition of graduation.
Section Three – Roles of the Site Coordinator & Site-Based Teacher Educator

Roles of the Site Coordinator
Roles of the Site-Based Teacher Educators

This infographic summarises the roles of the Site Based Teacher Educator

**CONTEXTUALISE**
- Welcoming and encouraging
- Engage in conversations about practices & beliefs & education principles underpinning them
- Respect professional ethics- confidentiality
- Help PST become familiar with setting

**MODEL**
- Guide PST towards appropriate outcomes for all learners
- Model and suggest various teaching–learning strategies
- Co-plan and Co-teach with PST
- Provide relevant helpful information about learners

**MENTOR**
- Encourage PST to move from dependence to independence
- Encourage new strategies and resources
- Help PST gather information about the effectiveness of strategies and resources used

**REFLECT**
- Provide honest, informed oral and written feedback
- Help PST analyse information about the effectiveness of teaching, as it relates to particular learners and groups of learners
Guidelines for Site Coordinators

- Familiarise yourself with the Professional Experience Handbook
- Approach supervising teachers who are experienced and supportive of Preservice Teachers
- Distribute materials to supervising teachers
- Mentor new supervising teachers into role
- Introduce Preservice Teacher to key personnel within the school/centre
- Prepare and provide Preservice Teacher with your schools/centres general information, policies, procedures and workplace health and safety site inductions.
- Make use of the Professional Experience website for information on placements, reporting processes, reports and FAQs
- Liaise with supervising teachers throughout placement to monitor progress, especially related to Preservice Teachers at risk
- Contact the College Placement Team or Director of Professional Experience and Community Engagement if there are any concerns about the Preservice Teacher, lodge the “Preservice Teacher At Risk Notification” if/as appropriate.
- Read information and Resources for professional experience

Guidelines for Site-Based Teacher Educators

- Read the Professional Experience Handbook
- Utilise Support Material for the professional experience
- Review expectations for Preservice Teachers within schools/centres
- Inform students and parents of Preservice Teacher’s role
- Establish adult, ethical relationships with Preservice Teacher
- Dialogue with the Preservice Teacher concerning their ideas about teaching
- Make time on a regular basis for Preservice Teacher
- Provide appropriate background information on students
- Make expectations clear
- Provide regular, honest oral and written feedback
- Model teaching-learning strategies that you have found effective
- Talk about your reasons for teaching as you do
- Promote increasingly independent practice
- Ensure handbook activities are completed
- Write reports at end of professional experience phases
- Liaise with Site Coordinator throughout year to monitor Preservice Teacher’s progress
- Contact your Site Coordinator if you have any concerns about the Preservice Teacher
- Understand that personal and professional commitments will prevent Preservice Teachers from attending school in between professional experience phases
- Make use of the Professional Experience website for information on placements, reporting processes, reports and FAQs
- Ensure that reports are finalised and returned to the College Placement Team via email
- Review the Queensland Professional Experience Reporting Framework, Professional Experience Checklists
Section Four – School/Centre Documentation

Student Reports
Ensure that Professional Experience Reports are finalised, signed and returned to the College Placement Team. See the relevant placement handbook for details of the required report.

At Risk Notification
The “Preservice Teacher At Risk Notification” process during professional experience is designed to alert the Preservice Teacher and the College Placement Team to areas of concern identified by the supervising teachers and Site Coordinators. As such, it is to be used by supervising teachers in liaison with Site Coordinators and submitted to the College Placement Team by the Site Coordinator. See the relevant placement handbook for details.

Pay Claims
Supervising teachers and Coordinators can claim for hosting Preservice Teachers. The Claim for Payment form has provision for both Site Coordinators and Site-Based Teacher Educators and includes instructions, Tax File Declaration and Qsuper form.

The Payment Rates are listed below:
- Supervision Payment Rate: $6.00 per hour (max $30 per day) from 1\textsuperscript{st} Jan 2020.
- Site Coordinator Days Rate: $1.44 per Preservice Teacher per day
- Site Coordinator Group Talks Payment Rate: $12.28 per hour

Maximum hours that can be claimed for each placement:

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<tr>
<th>Subject</th>
<th>PROFESSIONAL EXPERIENCE DATES 2020</th>
<th>Remuneration</th>
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<td>Setting</td>
<td>Days</td>
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<td>ECE: Centre 3 - 5 years</td>
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<td>Primary: year 1 - 6</td>
<td>Secondary: year 7 - 10</td>
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<td>ECE ONLY</td>
<td>Early Years Centre 3 - 5 years</td>
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<td>(One day a week + 3 days during Sept 28 - Oct 2)</td>
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Glossary of Web Links

Professional Experience Website

Professional Experience Calendar

Professional Experience FAQ’s

JCU Student Code of Conduct:

Review of a Student’s Suitability to Continue a Course Involving Placement

James Cook University Student Insurance Information

JCU Student Equity & Wellbeing

Blue Card Services

Queensland College of Teachers (QCT)
https://www.qct.edu.au/

Professional Boundaries Guideline for Queensland Teachers (QCT)

QCT: Code of Ethics for Teachers Queensland

Early Childhood Australia Code of Ethics

Queensland Professional Experience Reporting Framework – Professional Experience Checklist

Literacy and Numeracy Test for Initial Teacher Education Students
https://teacheredtest.acer.edu.au/

Australian Professional Standards for Graduate Teachers

Graduate Teacher Performance Assessment (GTPA)
https://www.graduatetpa.com/