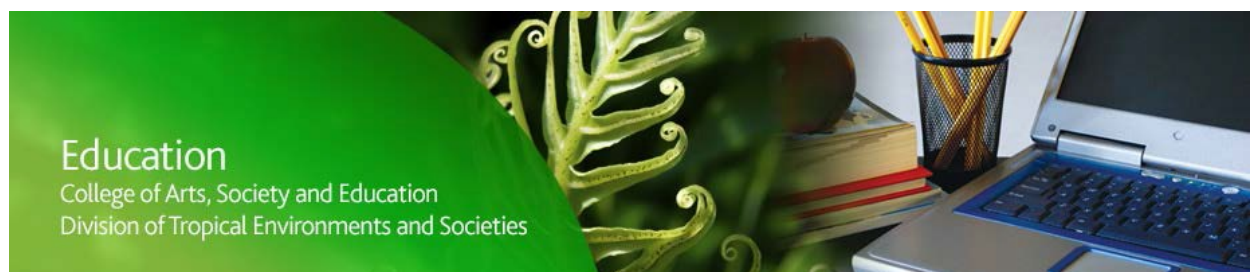


Professional Experience

College of Arts, Society and Education

General Information Handbook

Bachelor of Education
Graduate Diploma of Education
Master of Teaching and Learning



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Information and advice about Professional Experience can be found at the following URL:

<https://www.jcu.edu.au/college-of-arts-society-and-education/education/professional-experience>

Information includes:

- Professional Experience General Principles
- Guidelines
- Code of Ethics
- AITSL Australian Graduate Teacher Standards
- Handbooks
- Reporting
- Payment for teachers

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Summary of Professional Experience

FIRST YEAR

Five days participant observation; document a day in the life of a teacher; interview with supervising teacher: Gathering teacher's perspective; teach one student-centred and one learner-centred lesson to teacher's plan; commence professional development portfolio and planning folder.

SECOND YEAR

Semester 1

Early Childhood students complete 10 days of observation in a early childhood centre.

Semester 2

Two-week block, including planning, teaching and evaluating 12 lessons.

THIRD YEAR

Semester 1

One-week block developing learner profile of class; planning, teaching and evaluating 2 extended teaching-learning experiences; observations.

Semester 2

Three-week block, including sequence of learning activities or unit based on learner profile and developed from learner outcomes negotiated with supervising teacher. *Secondary students may only have focused on their major subject area.*

Early Childhood students complete an additional 10 days of professional experience in child care centre.

FINAL YEAR

Before semester 1

Four-week block developing learner profile of class; planning, teaching and evaluating 2 extended teaching-learning experiences; collecting and collating school-based documentation.

[ECE preservice teachers: one two-week block in school setting; one two-week block in prior to school setting]

Semester 1

Five-week block, including planning, managing, teaching and evaluating a 3 week continuous block across all KLAs. *Secondary students will have covered both subject areas.*

After semester 1

Primary Specialisation (HPE, Special needs, LOTE): 10-days in specialist setting

Students who passed ED4489 can apply for school internship (four-week block) in ED4460.

GRADUATE DIPLOMA OF EDUCATION

Semester 1

Three-week block: observation, co-plan and co-teach with guidance, and some independent practice

Semester 2

Three-week block: sequence of learning activities or unit based on learner profile and developed with supervising teacher.

Five-week block: a minimum of three weeks of independent practice in at least one teaching area

MASTER OF TEACHING AND LEARNING

Semester 1

Phase 1

One-week block: observation and closely guided practice

Two-week block: include co-planning and co-teaching of Arts, English and Mathematics; observation or closely guided practice in other learning areas.

Semester 2

Phase 2

Four-week block: minimum of two-week independent practice in the Arts, English, Mathematics and technology; observation or closely guided practice in other learning areas

Semester 1 (following year)

Five-week block: a minimum of three weeks of independent practice in all learning areas; complete Graduate Teaching Performance Assessment task.

Four-week school internship is available to students who passed ED5974.

**Bachelor of Education
Four Year Degree
Standards/Levels**

	Planning	Repertoire	Management
Second Year	Competent at lesson planning	Initiates some ideas for activities	Conscious of different management strategies and is trying them
Third Year	Competent at a sequence of lessons and transitions	Many lesson ideas	Has a management plan and is working to refine it
Final Year	Competent at unit level for individuals and whole class	Extensive repertoire of lesson and unit ideas	Adjusting management plan to suit context and cater for individual needs

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, 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 practicum.
- 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 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.

The following table summarises the roles of preservice teachers and supervising teachers:

Preservice Teachers (PST)	Supervising Teachers
Are enthusiastic and hardworking	Are welcoming and encouraging
Engage in conversations about developing personal educational philosophy	Engage in conversations about their practices and beliefs and education principles that underpin them
Show awareness that settings differ	Help PST become familiar with setting
Are committed to helping all learners	Provide relevant helpful information about learners

Seek to develop appropriate outcomes for all learners	Guide PST towards appropriate outcomes for all learners
See professional experience as an occasion for inquiry and for learning	Model and suggest various teaching–learning strategies; co-plan and co-teach with PST
Bring new ideas and resources	Encourage new strategies and resources
Seek information about effectiveness of teaching	Help PST gather information about effectiveness of strategies and resources used
Critically reflect on effectiveness of teaching for all learners	Help PST analyse information about effectiveness of teaching, as it relates to particular learners and groups of learners
Seek to become increasingly independent	Encourage PST to move from dependence to independence
Take supervising teacher’s advice into consideration	Provide honest, informed oral and written feedback
Respect professional ethics, especially of confidentiality	Respect professional ethics, especially of confidentiality

Guidelines for Professional Experience Placements

The following set of guidelines is consistent with the Australian Institute of Teaching and School Leadership (AITSL) requirements. The Professional Experience Unit 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.

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:
 - Four year B.Ed. students 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;
 - Graduate Diploma of Education and Master of Teaching and Learning students 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 practicum 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 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 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 practicum and may be viewed as academic misconduct (see FAQs for Students on the Professional Experience website for further details).
4. For all Professional Experience, students 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 Professional Experience Unit. Students and members of their families must not make direct contact with teachers or schools to arrange placements. This procedure ensures that all students have equitable access to quality placements and that schools are not burdened with the administration of a University requirement.
6. Students are advised that whilst every effort is made to secure one of their preferences, the Professional Experience staff 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 11.1 of the Offer and Terms of Agreement. Likewise, 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 students will be advised by email from the Professional Experience Unit. Students will be asked to provide an alternative location for their practicum and/or advised of available locations.

8. In the event that students are unable to undertake practicum outside of Townsville or Cairns as directed, students may request [Special Consideration](#) for a Townsville- or Cairns-based placement. Likewise, ECE online students may request Special Consideration for their placement. An Application for Special Consideration must be approved by the Director of Professional Experience, and provide evidence for Special Consideration. Employment and general parenting responsibilities are not considered grounds for special consideration. **Note:** Special Consideration must be applied for at the time of submitting preferences.
9. The Professional Experience Unit cannot provide any guarantee for a preferred placement in Townsville or Cairns. However, priority for final year Townsville placements will be given to students who have undertaken a third year placement outside of Townsville, while priority for final year Cairns placements will be given to students who have undertaken a third year placement outside of Cairns.
10. Students who fail to meet the relevant academic prerequisite or co-requisite requirements will not be eligible to undertake their Professional Experience placement.
11. Once student placements are published via InPlace, no change is permitted without consultation with the Professional Experience Unit. Dates of Professional Experience can only be changed in exceptional circumstances and with the approval of the Director of Professional Experience.
12. Once a practicum has commenced, any change, including extended absence and withdrawal, must be approved by the Director of Professional Experience.
13. Students must advise the Director of Professional Experience in advance of being placed on practicum of any medical, psychological, psychiatric or physical condition that may impact on their performance. Such notification will be treated in the strictest of confidence and will be used to determine appropriate support from the Unit. Students with particular medical, psychological, psychiatric or physical conditions can also complete an [Application for Special Consideration](#).
14. In the event that a student ceases or seeks to modify a practicum due to medical and/or mental health issues, the provision of any future practicum will be dependent on the student providing a statement from their medical professional and/or mental health professional based on an outline of the requirements of the practicum provided by the Professional Experience Director. This statement must attest to the student's ability to participate in the practicum and outline any restrictions that remain (e.g. reduced lifting capacity) along with time frames.
15. Any Professional Experience (including repeat Professional Experience) can only be undertaken in accordance with the guidelines of the Academic Calendar and associated rules.
16. The Director of Professional Experience maintains the right to require a student to undertake a repeat Professional Experience placement in Townsville or Cairns.
17. If at any time a student's circumstances change with regards to "good character" (as defined by QCT) she/he is obliged to immediately contact the Director of Professional Experience to arrange a reassessment of Professional Experience.
18. Preservice teachers are also subject to the university policy "[Review of a Student's Suitability to Continue a Course Involving Placement](#)".
19. In order to complete the Professional Experience Program (a core component of the Bachelor of Education and Graduate Diploma of Education degrees) it is a requirement that **all** students 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.

NOTE: Specific questions about Professional Experience placements are addressed on the [FAQ page](#) of the Professional Experience website

Guidelines for Preservice Teachers

- Read the handbook
- Make a calendar of key dates for practicum
- Organise your work and family commitments
- Contact your school prior to prac to confirm and arrange dates where necessary
- Review legal rights and code of ethics
- Notify your school/centre and the Professional Experience Unit if you are unable to attend professional experience. Provide a medical certificate to your school and negotiate with your supervising teacher time to make up all absences
- Ensure you do not commit to expectations for attending school in between professional experience phases
- Review strategies for getting to know your learners quickly
- Obtain copies of syllabus documents and/or work programs used by your school
- Do some research about your school and its community
- Lodge “Intervention Notification” if/as necessary.
- See: <http://education.qld.gov.au/hr/recruitment/teaching/docs/prof-exp-checklist.pdf>

Guidelines for Supervising Teachers

- Read the handbook
- Review expectations for preservice teachers within school
- Inform students and parents of preservice teacher’s role
- Establish adult, ethical relationships with preservice teacher
- Listen to the preservice teacher’s 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 for schools.
- See: <http://education.qld.gov.au/hr/recruitment/teaching/docs/prof-exp-checklist.pdf>

Guidelines for Site Coordinators

- Read the 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
- Prepare and provide preservice teacher with general information about school/centre
- Make use of the Professional Experience website for information on placements, reporting processes, reports and FAQs for schools
- Liaise with supervising teachers throughout practicum to monitor progress, especially related to preservice teachers at risk
- Contact the Professional Experience Unit or Liaison Academic if you have any concerns about the preservice teacher. Lodge “Preservice Teacher At Risk Notification” if/as appropriate

- Ensure that reports are finalised and returned to JCU.
- See: <http://education.qld.gov.au/hr/recruitment/teaching/docs/prof-exp-checklist.pdf>

Guidelines for 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 and Grad Dip students will be allocated a JCU Liaison Academic 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 Professional Experience Unit
- 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 Professional Experience Unit for further action if necessary
- Be available for moderation if necessary.
- See: <http://education.qld.gov.au/hr/recruitment/teaching/docs/prof-exp-checklist.pdf>

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

Pay Claims

Supervising teachers and Coordinators can claim for hosting preservice teachers. The Claim for Payment form has provision for both supervising teachers and coordinators.

FOR CLAIMS BY NEW SUPERVISING TEACHERS - please ensure a Tax Declaration (available from post offices) is completed and returned with claim form.

Maximum hours that can be claimed for each practicum are:

University Year Level	Prac Duration	Maximum Hours of Supervision
First year	1 week block	25
Second Year	10 x 1 day (ECE only) 2 week block	50 50
Third Year	1 week block 3 week block 10 x 1 day (ECE only)	25 75 50
Final Year	20 days (Jan-Feb) 5 week block (May-Jun)	50 125
Graduate Diploma Education	Phase 1 – 3 weeks Phase 2 – 3 weeks Phase 3 – 5 weeks	75 75 125
Master of Teaching & Learning	Phase 1 – 3 weeks Phase 2 – 4 weeks Phase 3 – 5 weeks	75 100 125

Further information and pay claim form can be downloaded from Information for Schools on the [professional experience website](#).

Working with Children

Advice to all preservice teachers and site coordinators.

All preservice teachers must hold a valid Queensland suitability card (blue card) in order to undertake their professional experience. The Professional Experience Unit provides preservice teachers with full details of the requirements and process for obtaining 'blue cards'.

Application process is outlined [here](#).

Preservice teachers will provide the full details of their blue cards, including the number, to the site coordinator.

Further information can be obtained on the Information Hotline 1800 113 611 or at Blue card Service's website: <http://www.bluecard.qld.gov.au/>

Critical Incident

Schools 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 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:

1. 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.
2. Discuss observations with the supervising teacher and site coordinator. Remain objective and professional in these discussions.
3. Make notes about what you; the supervising teacher, and the site coordinator discussed.
4. Keep records secure. Refrain from using any names or school titles in this observation / commentary.
5. If preservice teachers are disturbed by any critical incident and they wish to discuss their concerns following the professional experience, they should contact the Professional Experience Unit. If requested, Professional Experience personnel will direct students to James Cook University counselling services. Preservice teachers can also contact the counselling service direct on: <https://www.jcu.edu.au/counselling>

Workplace Health & Safety

Professional Experience placement sites should have a Risk Management Policy, a Workplace Health and Safety Policy, and Induction Procedures. It is your responsibility to familiarise yourself with these policies and procedures, particularly the Fire and Emergency Evacuation Procedures.

Further general information on workplace health and safety, and the national model regulations, is available from www.worksafe.qld.gov.au and the JCU Workplace Health & Safety Policy Library at <https://www.jcu.edu.au/work-health-and-safety/policies,-procedures-and-guidelines/policies>

Information relating to WH&S can be found at:
<https://www.jcu.edu.au/work-health-and-safety>

Contact:
Sue Kelly susan.kelly@jcu.edu.au (07) 4232 1456

JCU Student Insurance Information

Workplace Health and Safety at Professional Experience Placement Sites - Professional Experience placement sites should have a Risk Management Policy, a Workplace Health and Safety Policy, and Induction Procedures. It is your responsibility to familiarise yourself with these policies and procedures, particularly the Fire and Emergency Evacuation Procedures.

James Cook University has the following forms of insurance in place to cover students in the normal course of the University's business including work placements / experience (*unpaid*), field study trips and research activities.

- Public Liability (*excluding motor vehicles*) **Please note:** *If you use your private vehicle on off campus placements it is your responsibility to arrange motor vehicle insurance as the University insurance does not extend to motor vehicles. If you wish to arrange your own motor vehicle insurance you must do so at your own expense.*
- Professional Indemnity
<https://www.jcu.edu.au/policy/corporate-governance/indemnity,-insurance-and-legal-claims-policy>
- Student Personal Accident
<https://www.jcu.edu.au/chancellery/legal-and-assurance/insurance/student-insurance-information>

WIL @ JCU

<https://www.jcu.edu.au/learning-and-teaching/university-wide-projects/work-integrated-learning>

Policy and Claim Information for Students – information can be found at the following link:

<https://www.jcu.edu.au/chancellery/student-insurance-information>

Any specific insurance enquiries should be directed to Financial and Business Services, email:

insurance@jcu.edu.au

Further general information on workplace health and safety, and the national model regulations, is available from www.worksafe.qld.gov.au and the JCU WH&S Policy Library at:

<https://www.jcu.edu.au/work-health-and-safety/policies,-procedures-and-guidelines/policies>

Information specific to Academic Group - Education WH&S can be found [here](#).

Use of Private Motor Vehicle (PMV) during Professional Experience

Ensure that your motor vehicle insurance provider is aware that you use your vehicle for official business purposes (other than private travel) during the course of your 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.*

Emergency Contact details

Preservice teachers undertaking Professional Experience **must** provide emergency contact details to the site coordinator at their practicum location. In the event of an emergency, Site coordinators should contact this person AND also contact the Professional Experience Unit.

Code of Ethics

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, e.g., 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.

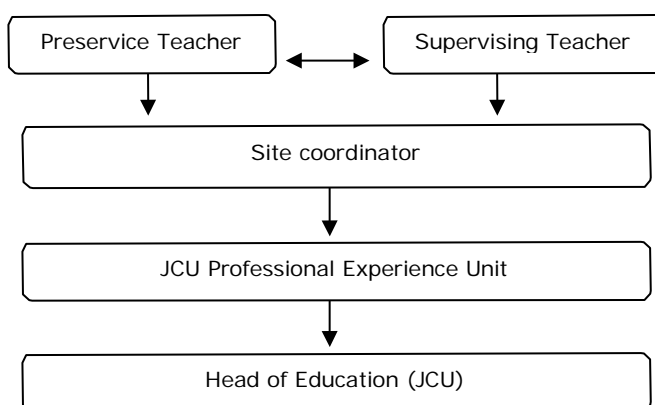
Preservice teachers should acquaint themselves with existing codes, and discuss the issue of ethics with their supervising teachers.

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 school's 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.**
- 6. 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.**

Concerns and Complaints

It is recognised that there may be occasions in which one of the partners in preservice teacher education may wish to 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. The following flow chart may be of assistance in clarifying the general lines of communication available to all:



If there are problems of availability, confidentiality or ethical dilemmas involved in following these lines, all partners are urged to contact the Professional Experience Unit. If the person called is not

available, please leave a specific message for them on 4781 5990, indicating if the matter requires urgent attention.

Intervention Notification

The “Intervention Notification” is designed for use by **preservice teachers** to trigger a response from the Professional Experience Unit 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 Professional Experience Unit. See the relevant practicum handbook for details.

Preservice Teacher At Risk Notification/Notification of Concerns

The “Preservice Teacher At Risk Notification” or “Notification of Concerns” process during professional experience is designed to alert the preservice teacher and the Professional Experience Unit to areas of concern identified by the supervising teacher and site coordinators. As such, it is to be used by **supervising teachers in liaison with site coordinators** and submitted to the Professional Experience Unit by the site coordinator. See the relevant practicum handbook for details.

Legal Rights and Responsibilities

Teachers’ work is subject to many considerations at law. Preservice teachers are strongly encouraged to consult very closely with their supervising teachers to become familiar with the legal requirements that affect teachers’ work. Preservice teachers are encouraged to discuss with the school-based 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 – for example, 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:

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 in EQ schools

Preservice teachers are also reminded that corporal punishment is prohibited in Queensland State schools and in most other schools. The Professional Experience Unit at JCU would strongly

condemn any wilful act of harm committed by a JCU preservice teacher upon any learner 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.

IMPORTANT – PLEASE NOTE: Preservice teachers are NOT to be used for supply teaching, nor are they to be left unsupervised while teaching a class or undertaking any other teacher-related duties (for example, playground duty).

Personal Literacy

The Queensland College of Teachers has endorsed a policy that emphasises the need to ensure that ALL graduates have high levels of personal literacy competence in addition to a well-developed understanding of theories of language and literacy learning/pedagogy.

All students are required to pass the [Literacy and Numeracy Test for Initial Teacher Education Students](#) prior to graduation.

In their final year professional experience, preservice teachers need to work with students in the classroom to:

1. Engage with, and recognise the need to cater for students from diverse linguistic and cultural backgrounds.
2. Apply literacy learning principles in their teaching practice whether they are working with students in early childhood, primary or secondary sectors.
3. Analyse the genres of tasks given to students, and provide explicit teaching of these genres.
4. Model and exhibit a wide range of personal literacy practices such as use of standard Australian English and demonstrate a repertoire of literacy practices to effectively communicate with a wide range of students, teachers and other school staff.

Australian Professional Standards for Teachers (Graduate)

Graduates 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*).

Pupil-free Days and Attendance

If schools have a pupil-free day during professional experience, the school 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 supervising teacher 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 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 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 employment information sessions from the Department of Education and Training, Catholic Education and Independent schools. JCU also works to ensure students have adequate information about various employment strategies, however, it should be noted that employment processes are independent of JCU requirements.

Australian Professional Standards for Graduate Teachers

Application of the Standards for purposes of approval of Initial Teacher Education Programs (AITSL, 2011).

Standard 1 — Know students and how they learn	
Focus area	Graduate
1.1 Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6 Strategies to support full participation of students with disability	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
Standard 2 — Know the content and how to teach it	
Focus area	Graduate
2.1 Content and teaching strategies of the teaching area	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Content selection and organisation	Organise content into an effective learning and teaching sequence.
2.3 Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Standard 3 — Plan for and implement effective teaching and learning

Focus area	Graduate
3.1 Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan, structure and sequence learning programs	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Use teaching strategies	Include a range of teaching strategies.
3.4 Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Use effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6 Evaluate and improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7 Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.

Standard 4 — Create and maintain supportive and safe learning environments

Focus area	Graduate
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4 Maintain student safety	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.
4.5 Use ICT safely, responsibly and ethically	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5 — Assess, provide feedback and report on student learning

Focus area	Graduate
5.1 Assess student learning	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Provide feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3 Make consistent and comparable judgements	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4 Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Report on student achievement	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

Standard 6 — Engage in professional learning

Focus area

Graduate

6.1
Identify and plan professional learning needs

Demonstrate an understanding of the role of the *Australian Professional Standards for Teachers* in identifying professional learning needs.

6.2
Engage in professional learning and improve practice

Understand the relevant and appropriate sources of professional learning for teachers.

6.3
Engage with colleagues and improve practice

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

6.4
Apply professional learning and improve student learning

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Standard 7 — Engage professionally with colleagues, parents/carers and the community

Focus area

Graduate

7.1
Meet professional ethics and responsibilities

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

7.2
Comply with legislative, administrative and organisational requirements

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

7.3
Engage with the parents/carers

Understand strategies for working effectively, sensitively and confidentially with parents/carers.

7.4
Engage with professional teaching networks and broader communities

Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.