

# Work Integrated Learning Professional Experience Partnership General Handbook



JAMES COOK  
UNIVERSITY  
AUSTRALIA



## The world of the tropics

- 40% of the world's population
  - 80% of the earth's plant and animal species
  - 37% of the planet's land mass
  - 40% of the world's languages
  - 25% of the global economy
- James Cook University: dedicated to a brighter future for the tropics worldwide.

- JCU campus
- Capital cities in the tropics
- Capital cities in the tropics with a population above 5 million
- Cities in the tropics with a population above 3 million
- Capital cities outside of the tropics with a population above 5 million

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# INTRODUCTION

## Foreword

Welcome to the College of Arts, Society and Education. We offer a Bachelor of Education and a Master's level of Qualification. Our Preservice (Undergraduate) and Graduate Student Teachers (Postgraduate) can specialise in Early Childhood Education, Primary or Secondary Education.

Thank you for your continued strong mutual partnership in preparing the future educators of our regions by partnering with us as host Schools and Early Childhood Centres for our Professional Experience Placements. The opportunity to have our JCU Preservice and Graduate Student Teachers engage in Work Integrated Learning in your schools and centres supports our Graduates' development to transition into the profession as researchers for learning and change. This authentic Experience aligns with what is studied at University. It is a way to learn **In** and **Through** practice.



Trisha Telford  
Professional Experience Academic Coordinator [Education]

## Handbook Purpose

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

- The roles of partnership Schools/Centres, Site Coordinators, Site-Based Teacher Educators, University Academic Liaisons and Preservice & Graduate Student Teachers
- The Guidelines for Professional Experience
- At-Risk Procedure for Preservice and Graduate Student Teachers
- Responsibilities and expectations before, during, and after Placement
- Assessment requirements for Placement, including the expectations for each **year level**
- School/Centre Documentation and Procedures for Work Integrated Learning
- An Overview of the Placement program to support Site Base Teacher Educators' understanding of the Preservice and Graduate Student Teachers' professional learning journey towards meeting Graduate Level

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

## Contacts

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<b>Handbook Abbreviations</b>		
<b>SC:</b> Site Coordinator <b>PST:</b> Preservice Teacher (Undergraduate) <b>AC:</b> Academic Liaison <b>GTMJ:</b> Guide to Making Judgement <b>GRR:</b> Gradual Release of Responsibility <b>CASE:</b> <a href="#">College of Arts, Society and Education</a> <b>QPERF Report:</b> <a href="#">Queensland Professional Experience Reporting Framework</a>		
<b>SBTE:</b> Site-Based Teacher Educator <b>GST:</b> Graduate Student-Teacher (Postgraduate) <b>Portfolio:</b> Professional Experience Portfolio <b>ISMG:</b> Instrument-Specific Marking Guide		
<b>Glossary of Web Links</b>		
<a href="#">JCU Professional Experience Resource Portfolio</a> – All resources required for SC and SBTE to support a Placement		
<a href="#">JCU Professional Experience for Teachers</a>		
<a href="#">AITSL Professional experience Participant roles and responsibilities</a>		
<a href="#">QCT Evidence Guide for Supervising Teachers</a>		
<a href="#">Supervising preservice teachers – Self Paced Online training program</a>		
<a href="#">GTPA</a>		

# PLACEMENT PATHWAY PROGRAM

## OUR APPROACH THE BENEFITS



### JCU PARTNERSHIPS

Build strong placement pathway partnerships with sectors and schools to strengthen the profession

### KNOWLEDGE & UNDERSTANDING

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



### PUBLIC GOOD

Seek through actions to be better teachers, colleagues, staff and community members by providing high-quality, consistent placements



### PROFESSION

Develop the future of the Profession with quality graduates with a sense of place for our region



## PROFESSIONAL EXPERIENCE

### ALIGNMENT

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



### PRACTICE

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



### APST

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



### PROFESSIONAL EDUCATOR

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



## WORK INTEGRATED LEARNING

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

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

## Placement Aims and Objectives

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

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

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

## Professional Learning Cycle during Professional Experience

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

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

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



Providing an induction is advised to ensure that the pre-service and graduate student teacher is familiar with the school's organisation, Work Health and Safety procedures, school rules and routines, expectations concerning the conduct and professional responsibilities in accordance with the school/centre culture and ethos. The purpose of this meeting is to start the placement with an understanding of the standpoint of all stakeholders. It is both diagnostic groundwork and an opportunity to set goals, connect on similarities, identify differences for self-discovery, and initiate the co-constructivist learning relationship. To this end, Preservice Teachers **provide a one-page introduction** to the Site-Based Teacher Educator prior to the meeting. The introduction will include these four areas:

- brief description of self, professional experience goals in relation to the APST
- stage of development and knowledge in relation to the degree structure
- capabilities, skills, and talents
- expectations

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

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

The following are essential points to negotiate:

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

# Collaborative Professional Learning

*Co-planning, co-teaching and co-reflecting*

## Team Teaching – Learning alongside the expert

Collaborative teaching or co-teaching is an instructional strategy of working together where the Site Based Teacher Educators can model best practice. The SBTE takes the **Lead Teacher** role by having the 'main responsibility' during the phases of teaching, guiding the PST and GST during the in-the-moment decision-making and enactment of teaching. As the placement progresses, the PST and GST take the Lead Teacher role while still employing the Team-Teaching instruction strategy.

Common [team-teaching approaches](#):

- two teachers delivering instruction together
- one teacher delivers instruction while the other teacher assists learners
- one teacher delivers instruction while the other teacher observes and collects data
- two teachers teaching in parallel, delivering instruction simultaneously to two groups
- two teachers splitting the class into two groups; one teacher works with the larger group while the other teacher works with individual learners or small groups

## Expectations during Co-planning Phase

Co-planning makes visible curricular thinking and promotes pedagogical conversations that celebrate the complex, creative and intellectual work of teaching. The discussions will include sharing curricular considerations on intent, differentiation, lesson design, and pedagogical and resource selections in each stage. PST/GSTs will draw from coursework knowledge and Professional Experience to **contribute** to the **shared responsibility** of co-planning. Site-Based Teacher Educators will support learning by gradually releasing **responsibility** in planning. Site-Based Teacher Educators will model, share, and guide PST/GSTs to independent planning.

## Expectations during Co-teaching Phase

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

## Expectations During Co-reflecting Phase

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

Throughout the Professional Experience, the PST/GSTs will discuss and review the annotated **Professional Experience Portfolio of Evidence**. The expectation is to discuss **the work samples and annotated artefacts the PST and GST have collated throughout the placement** to support their knowledge and development of the Australian Professional Standards.



# Collaborative Professional Learning

Site-Based Teacher Educators and PST/GSTs will discuss **shared responsibilities** in each stage of collaborative professional learning and determine a timeline for a Gradual Release of Responsibilities as Lead Teacher. This timeline should also be responsive to PST/GST's confidence. Adapted from the literature on the Gradual Release of Responsibility, the table below outlines the collaborative professional learning process for the PST/GST to take full responsibility for the **Lead Teacher** role.

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

# Reflective Practice Dialogue

*A guide to engaging in team-teaching professional conversations on learning and teaching while on placement*

## EXPECTATIONS REVIEW

What is your learning intent? What informs your intent?

What contributions will you make to student learning?

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

How will you know your learning has been successful?

## CO-PLANNING

What resources will you use to inform your planning?

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

How does the learning context influence your decisions?

How will you know your learners? What do you want to know? How will the information be used to inform planning?

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

What activities/resources 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, safe & supportive learning environment?

How do you address misconceptions?

Which strategies do you use to elicit higher-order thinking?

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

## 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? How do you measure the impact?

# JCU PROFESSIONAL EXPERIENCE PROGRAM

## Work Integrated Learning Framework

PST/GSTs must engage with all coursework during the semester. It informs effective practice and enables the PST/GST to enact the teaching and learning requirements during Professional Experience. Through the Collaborative Learning approach, both the learning for the PST/GST as a future educator and the students of the classroom's learning is maximised.

### 1st Year WIL Program

ED1421 Foundations of Language and Literacy in Education

 ED1439 Early Childhood Education and Care 1

ED1492 Teaching Mathematics & Numeracy in Primary & Early Childhood Settings



#### FRAMEWORK

Begin developing an awareness of

- a teaching philosophy, professional identity and recognising contemporary **discourse** in Australian education
- how learner needs **are identified**
- how identified learner needs **are considered** in the planning and teaching of literacy and numeracy
- how learner needs **are managed** in positive learning environments

#### APST

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



Professional Knowledge: **1.1 1.3 1.4 2.5**



Professional Practice: **3.5 4.1 4.2 5.2**

Professional Engagement: **7.1**



#### REQUIREMENTS

ED1421  
10 ECE  
5 Days Primary & Secondary  
Professional Experience Report  
ECE - Prior to School Setting



ED1492 - ECE & Primary  
ED1491 - Secondary  
5 Days  
Professional Experience Report

ED1439 (ECE ONLY)  
10 Days  
Completion Report  
Attendance Record

#### LEARNING TASKS

Targeted Observations - Information & strategies used to know students and how it informs teacher decision making



Learner Profiles

Focus on literacy & numeracy strategies  
Professional Discussions



ECE & Primary -Lead a **Segment** of learning during an English & Maths lesson

Secondary - Lead a **Task** of 1st or 2nd Teaching Areas with Literacy & Numeracy Capabilities Focus

### 2nd Year WIL Program

ED2491 Planning for Engaging Learning - ECE, Prim, Sec

ED2094 Approaches to Oral Language and Reading Development in the Early Years - ECE

ED2097 Play Pedagogies for Early Learners - ECE

ED2194 Approaches to Oral Language and Reading

Development in Primary School - Primary

ED2492 Junior Curriculum 1 - Secondary



#### FRAMEWORK

Knowledge of curriculum and planning for diverse learners through:

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



#### APST

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

Professional Knowledge: **1.1 1.3 1.5 2.1 2.2 2.3 2.5**

Professional Practice: **3.1 3.2 3.3 3.4 3.5 3.6 4.1, 4.2 5.1 5.2 5.4 - ECE 4.3 / SEC 4.5**



Professional Engagement: **6.3 ECE 6.2 7.2 / SEC 7.3**

#### REQUIREMENTS

ED2491  
5 Days  
Professional Experience  
Formative Report

ED2097  
10 Days  
Professional Experience Report  
ECE - Prior to School Setting

ED2094 (ECE)  
ED2194 (Primary)  
ED2492 (Secondary)  
10 Days  
Professional Experience Report



#### LEARNING TASKS

Targeted Observation of **teacher-centred approaches** to learning  
Discussions concerning the **alignment** of intended, enacted and assessed learning in the classroom



Collect and gather evidence of **learner progression**  
Planning and development of enacted learning to structure a lesson – including the transition between the stages

Observation of teaching strategies and **safe and supportive environments** to engage learners

Deliver a teacher-centred lesson → Deliver a **sequence of learning lessons**

# 3rd Year WIL Program

ED3442 Inclusive Education: Differentiated Learning

ED3590 Early Childhood Education and Care 2

ED3097 Reflective Teaching Cycles and Positive Learning Environments (ECE)

ED3197 Reflective Teaching Cycles and Positive Learning Environments (Primary)

ED3297 Reflective Teaching Cycles and Positive Learning Environments (Secondary)

## FRAMEWORK

Design inclusive learning environments by

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

## APST

Teaching cycles are informed by evidence and reflection on learners and their learning  
 "What is the impact of my pedagogical decision on student learning?"

Professional Knowledge: 1.1 1.2 1.3 1.4 1.5 1.6 2.1 2.2 2.3 2.4 2.6



Professional Practice: 3.2 3.3 3.4 3.5 3.6 3.7 4.1 4.2 4.3 4.4 4.5 5.1 5.2 5.3 5.4 5.5



Professional Engagement: 6.1 7.1 7.2 7.3

## REQUIREMENTS

ED3442

5 Days

Professional Experience  
Formative Report



ED3590

10 Days

Completion Report  
Attendance Record  
ECE - Birth - 2 Setting

ED3097 ECE

ED3197 Primary

ED3297

15 Days

Professional Experience  
Report

## LEARNING TASKS

Collect and analyse data to inform planning for learning



Design a formative assessment task



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

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

# 4th Year WIL Program

ED4486 Professional Experience A

ED4490 Professional Experience B

## FRAMEWORK

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

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

## APST

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



Professional Knowledge: All APST except 1.2

Professional Practice: All APST



Professional Engagement: 6.3 7.1 7.2 7.3 7.4

## REQUIREMENTS

ED4486

15 Days

Professional Experience  
Report - Engagement  
Level



ED4490

25 Days

QPERF  
Report

## LEARNING TASKS

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



Independently teach a full teaching load enacting the PTAR iterative cycle



Implement planned summative assessment



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

## 1st Year

# Master of Teaching and Learning WIL Program

ED5950/ED5955

Learning for Diverse Learners in School Contexts

ED5960/ED5965

Teaching for Learning in Diverse School Contexts

### FRAMEWORK

Use informed pedagogical frameworks for teaching diverse learners to

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

### APST

ED5950 & ED5955 - 5 Days  
Preliminary Professional Experience Report



Professional Knowledge: 1.1 1.3 1.4 1.5 2.1 2.2 2.4

Professional Practice: 3.1 3.2 3.5 4.1 4.2 4.4 5.2

Professional Engagement: 6.3 7.1



ED5950 & ED5955 - 10 Days  
Final Professional Experience Report

### APST

Professional Knowledge: 1.6 2.3 2.5 2.6

Professional Practice: 3.3 3.4 3.6 4.3 4.5 5.1 5.4

Professional Engagement: 6.2 7.3 7.4



ED5960 & ED5965 - 20 Days  
Professional Experience Report

### LEARNING TASKS

Collect and annotate relevant classroom data and evidence

Analyse data to understand the diversity of learners and the impact for 'readiness' for learning

Gradual Release of Responsibility to independent planning to enact the teaching & planning cycle by using evidence of student learning and reflection on learners

Consider curriculum alignment with relevant ACARA links and learning outcomes

## 2nd Year

# Master of Teaching and Learning WIL Program

ED5974 (Primary) ED5979 (Secondary)

Final Graduate Professional Experience

### FRAMEWORK

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

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

### APST

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



Professional Knowledge: All APST except 1.2

Professional Practice: All APST

Professional Engagement: 6.3 7.1 7.2 7.3 7.4



### REQUIREMENTS

ED5974  
25 Days  
Primary  
QPERF Report



ED5979  
25 Days  
Secondary  
QPERF Report

### LEARNING TASKS

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



Independently teach a full teaching load enacting the PTAR iterative cycle



Implement planned summative assessment



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

## Program Accreditation

James Cook University's Education courses are Nationally Accredited programs. The following guidelines meet those program standards and are consistent with the Australian Institute of Teaching and School Leadership ([AITSL](#)) requirements. The Student Placements Team commits to providing equitable, quality placements for all JCU students.

### BREADTH OF PLACEMENT

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

- Bachelor of Education Preservice Teachers undertake Professional Experience in different school/centre **settings** at each level – 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 PSTs throughout the program should be placed so the Experience is had teaching in Preparatory to Year 3 settings (including a day in a year 4 or above classroom) and other approved sectors and settings where appropriate
  - Primary PSTs, throughout the program, should be placed so the Experience is had in a range of **lower, middle and upper primary year levels**, including the opportunity to engage in the chosen **specialisation**;
  - Secondary PSTs will **not** be placed for first-year placement in the school where the completion of Year 12 was in the previous year;
  - Secondary PSTs, throughout the program, should be placed in settings where they experience **both** teaching areas and classes at compulsory and post-compulsory levels in **both** junior and senior curricula.

### PLACEMENT BREACHES

It is a Queensland College of Teachers (QCT) requirement for program accreditation, including our JCU Nationally Accredited programs to adhere to this requirement of Higher Education Institutions (HEI) **responsible** for arranging Professional Experience Placements. Therefore, all placements are **ONLY** organised by the JCU Student Placements Team, so Preservice Teachers should not contact sites regarding potential placements under any circumstances.

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

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

A **conflict of interest** refers to a school or centre where a Preservice and Graduate Student Teacher is employed, **including** a Permission to Teach, or has been recently employed or where a child or close family member\* attends or is employed.

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

Students **cannot** choose a school centre or sector\*. The process for Preservice and Graduate Student Teachers is to provide 2 preference localities (towns).

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

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

\*sector refers to - Department of Education, Catholic Education, and Independent

## PLACEMENT DATES

The Professional Experience Advisory Committee (PEAC) has endorsed the JCU Professional Experience calendar. It is an agreed calendar that aligns with subject learning and assessment and partnership schools' and centres' capacity to host Preservice and Graduate Student Teachers.

The PST and SBTE **cannot** negotiate changed placement dates **outside** the Professional Experience Calendar without **written approval** from the Professional Experience Academic Coordinator.

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

- Contact the school or centre via email before the working day begins (usually by 8 am) and advise that they will not be in attendance for that day
- If the PST/GST had required planning for the day – forward it to the SBTE so lessons can continue without disruption
- Provide a medical certificate to the school or centre (in accordance with the individual school/centre's policy) and a copy to the [Student Placements Team](#)
- Make up the day for the illness the **following week** to ensure the placement requirement of attending days consecutively

**\*\* If significant changes (3 days or more)** require the negotiated days of placement **outside the Professional Experience Calendar scheduled time frame**, the PST/GST is required to apply for a [Professional Experience Special Consideration Application](#). The Professional Experience Academic Coordinator can only approve the application.

**\*\* Significant** means, if continued practicum overlaps with coursework, timetabled lectures, workshops and subject assessments **or** interferes with the **integrity** of the intended learning within the placement or the consecutive day requirement.

## CODE OF CONDUCT

PST/GSTs working in educational settings are bound by the relevant Code of Conduct, which shapes and guides the standards of practice required of teachers. Individual [State Regulatory Authorities](#) determine that individuals working in schools are fit and suitable to teach. Any serious legal infringement may result in failure to be registered with the Queensland College of Teachers and therefore, not teach in Queensland schools. This applies to each State Regulatory Authority.

JCU Preservice and Graduate Teachers are also required to abide by the JCU Student Code of Conduct [Policy](#)

## DISCONTINUATION OF PLACEMENT

The school/centre can choose to discontinue a placement for a variety of reasons, which may not be related to the PST/GST's conduct. The University's response to the placement's discontinuation depends on the circumstances surrounding the decision. If the placement discontinuation is related to internal school/centre organisation and for reasons outside the PST/GSTs control, the Student Placements Team will endeavour to find a new placement. The placement will likely need to be repeated in full. Due to the limited number of placements available, it is also possible that another placement may not be able to be found until the following semester in which the subject is offered.

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

In most cases, the PST/GST will receive a failing grade for the placement. Other disciplinary actions may also be taken per JCU Policy. [Review of a Student's Suitability to Continue a Course Involving Placement](#)

## PERMISSION TO TEACH

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

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

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

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

When an employing school initiates the PTT application, JCU asks to be invited to engage in open dialogue with the school and the PTT applicant to provide the relevant documentation requested by QCT, as follows:

- The name of the ITE provider, contact person and their position
- Details of what arrangements have been made regarding any professional experience that is expected to be completed during the proposed PTT period
- Confirmation that it will be possible to continue to meet all course requirements while teaching under a PTT
- A letter of acknowledgement from the ITE provider.
- Information about how the PST intends to manage both a study and teaching load if the PTT application is approved

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

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

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

#### **NOTE:**

Developing Towards Graduate Level – Prior to Final Placement

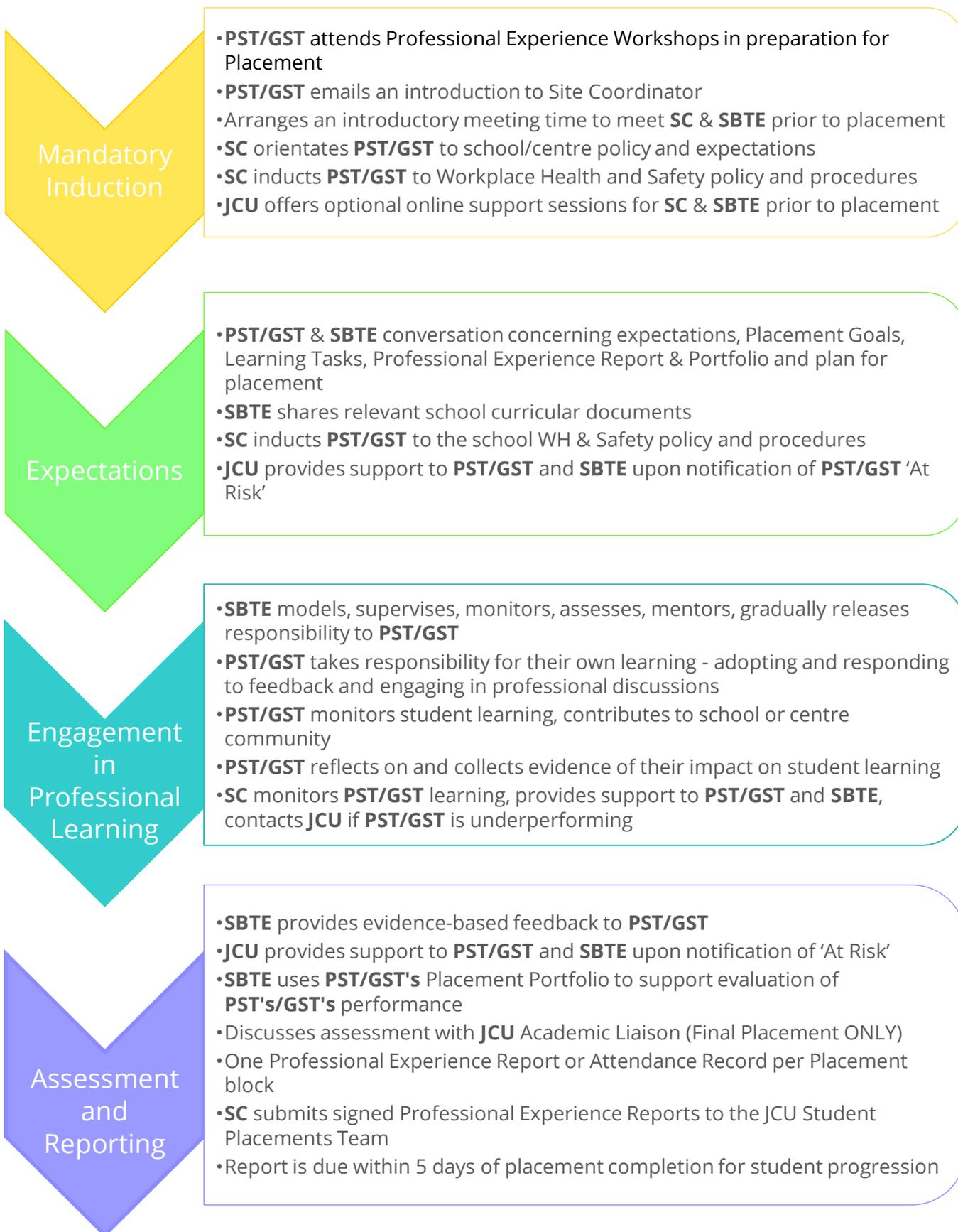
Placements embedded in coursework subjects must be undertaken at a school **other than** the employing school to meet the requirements of JCU's accredited program. An appropriate placement will be sourced via normal University processes.

If the PST/GST has the University's approval to undertake Professional Experience at the employing school, due to all accreditation and JCU Guidelines and Processes, including conflict of interest, (as per Placement Breaches) are being met\*\*, the school must provide assurance that PST/GST can be fairly and fully supervised and assessed according to the relevant Professional Experience report while teaching under PTT in a manner that avoids conflict of interest. Adequate time must also be provided to complete the Graduate Teacher Performance Assessment (GTPA).



# PLACEMENT GUIDELINES

## General Roles & Responsibilities



# Site Coordinator's Responsibilities

## CONTEXTUALISE

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

Make available JCU Resource Portfolio to all SBTEs

Provide Induction for PST & GST

## MODEL

A welcoming and learning culture

Respect for professional ethics

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

## MENTOR

Engage in conversations about practices, beliefs & education principles

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

Provide the opportunity for PST/GST to participate purposefully in the school/centre life

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

## SUPPORT

Liaise with JCU regarding the arrangement of placement

Lodge At-Risk Notification if appropriate

Liaise with SBTE throughout placement to monitor PST/GST's progress

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

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

Work closely with JCU to ensure the objectives and planned components of each placement are clear and well-documented

## Site-Based Teacher Educator's Responsibilities

### CONTEXTUALISE

Familiarise with the required learning and assessment context for the Professional Experience

Utilise Support Material from the JCU Resource Portfolio

Inform students and parents of PST & GST's role

Discuss all expectations

Review the QCT Evidence Guide for SBTE & Professional Experience Checklists

### MODEL

A welcoming and learning culture

The enactment of Professional Knowledge, Practice and Engagement to improve the impact on student learning

Ways to establish professional & ethical relationships

Evidence-informed practice

Engage in conversations about practices, beliefs & education principles

### SUPERVISE

Provide negotiated regular time for collaborative professional learning

Promote increasingly independent practice

Ensure handbook learning tasks are completed

Guide PST/GST toward appropriate outcomes for all learners

Supervise PST/GST's development of meeting the capacity to demonstrate the APSTs from Engagement to Achievement

### REFLECT

Provide regular, evidence-based oral and written feedback to support PST/GST's next step development

Liaise with Site Coordinator to monitor Preservice Teacher's progress

Assesses PST/GST rigorously and fairly against the requirements of the placement and the Australian Professional Standards for Teachers **at the graduate career stage**

## JCU's Responsibilities

### CONTEXTUALISE

Prepare PST/GST for the requirements of placement

Provide Professional Experience Workshops per Year Level

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

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

### SC/SBTE SUPPORT

Provide opportunities to engage in dialogue

Support moderation for final placement

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

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

### PST/GST SUPPORT

Support in developing a teacher identity and agency

Provide appropriate processes to seek Intervention

Academic Liaison visit final placement

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

Support PST/GST to engage in reflective practice

### DOCUMENTATION

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

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

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

## Preservice/Graduate Student Teacher's Responsibilities

### ATTITUDE

- Display enthusiasm and an openness to learning
- Show an awareness that settings do differ
- Commit to valuing and promoting the education, safety and well-being of all learners
- Respect professional ethics & boundaries

### REFLECT

- See the practicum as an occasion for inquiry and learning
- Reflect on and apply SBTE advice and feedback
- Engage in conversations about developing a personal, educational philosophy
- Reflect on the effectiveness of teaching for all learners

### AGENCY

- Behave in ways that help build trusting, collaborative relationships
- Show responsibility for learning and set learning goals
- Prepare for the placement and have full knowledge of requirements
- Work to meet the goals and requirements of the placement
- Seek to become increasingly independent
- Comply with site Workplace Safety procedures and policy

### PRACTICE

- Link theoretical learning with authentic practice
- Know the requirements for the placement
- Develop an understanding of the Australian Professional Standards for Teachers
- Work to improve practice and the impact on student learning
- Develop Professional Experience Portfolio

## Academic Liaison's Responsibilities

### CONTEXTUALISE

The Professional Experience Academic Coordinator oversees the JCU Professional Experience program, supports, and advises partners in the Professional Experience process: the Preservice or Graduate Student Teacher, Site-Based Teacher Educator and Site Coordinator. In the final year of the Bachelor of Education and Master of Teaching and Learning, Preservice or Graduate Student Teachers will be allocated a JCU Academic Liaison who will support PST/GST through **both phases** of Professional Experience.

### COMMUNICATE & SUPPORT

Establish contact with the PST/GST and **Site Coordinator** in the first phase of placement as a means of introduction and to offer words of encouragement and positivity

Establish contact with the PST/GST and **Site Coordinator** early in the **final** Professional Experience

Support PST/GST as they progress through the final suite of Placements

### MODERATE

Organise to meet with Supervising Teacher(s) and PST/GSTs to discuss/moderate progress towards Graduate Level

View and discuss the Preservice & Graduate Student Teacher's **QPERF Portfolio**

Discuss and review any concerns concerning the progress towards Graduate Level

Support the process of At-Risk Notification and the collaborative process of developing an action plan of support that serves the best interest of all parties, including a time for review

Liaison with Professional Experience Academic Coordinator

### DOCUMENTATION

Provides feedback to PST/GST

Provides school feedback to JCU via the Academic Liaison Report

## JCU PROCESSES

### At-Risk Guidelines

#### PURPOSE OF AT-RISK NOTIFICATION

The "At-Risk Notification" is an equitable process designed only for Site-Based Teachers and Site Coordinators to activate to support the PST/GST.

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

- Where the Site-Based Teacher Educator and Site Coordinator believe that the PST/GST could, with additional effort and attention, work to demonstrate competence in all criteria required in the Professional Experience.
- Where the PST/GST fails to have adequate preparation or ineffective paperwork or reflection on practice and is not responsive to feedback provided by the Site-Based Teacher Educator and Site Coordinator.
- Where the Site-Based Teacher Educator and Site Coordinator believe that intervention from JCU would assist the PST/GST.
- Where the Site-Based Teacher Educator and Site Coordinator have concerns for the PST/GST's well-being or inappropriate professional conduct.

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

#### ON RECEIPT OF THE AT-RISK NOTIFICATION FORM

- Student Placements Team contact the Professional Experience Academic Coordinator
- Contact is made with the Site-Based Coordinator to discuss the concerns
- Based on conversations, an arrangement is made for either the PEACE or Academic Liaison to visit to support the PST/GST and the Supervising Teacher
- In collaboration, the JCU Team, School and PST/GST develop an action plan of support that serves the best interest of all parties, including a time for review
- The Professional Experience Academic Coordinator [Education] may elect to terminate the Professional Experience. The placement can be terminated at any time if the Professional Experience Academic Coordinator considers that progress or performance in the placement is not satisfactory or the PST/GST has not conducted themselves in a professional manner.

If further action is required, the Site Coordinator should contact the Professional Experience Academic Coordinator via email: [trisha.telford@jcu.edu.au](mailto:trisha.telford@jcu.edu.au) or phone (07) 47815424.

#### PRESERVICE TEACHER REQUEST FOR INTERVENTION

The 'Request for Intervention' is a 4-step process designed for Preservice and Graduate Student Teachers to trigger a response from the Work Integrated Learning Team at JCU requesting support during a Placement.

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

# General Processes

## ACADEMIC LIAISON

The Professional Experience Academic Coordinator oversees the JCU Professional Experience program, supports, and advises partners in the Professional Experience process: the PST/GSTs, Site-Based Teacher Educator and Site Coordinator.

In the final year of the Bachelor of Education and Master of Teaching and Learning, PST/GSTs will be allocated a JCU Academic Liaison who will:

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

## GRADUATE TEACHER PERFORMANCE ASSESSMENT (GTPA)

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

## CONCERNS AND COMPLAINTS

If there are problems concerning confidentiality or ethical dilemmas concerning the PST/GST, Site Coordinators are **urged** to contact the **Work Integrated Learning Team** by either emailing [placements@jcu.edu.au](mailto:placements@jcu.edu.au) or leaving a specific message on 07 4781 6333 indicating if the matter requires urgent attention.

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

## PUBLIC HOLIDAY / STUDENT FREE DAYS

If a Public Holiday falls during the practicum period, the Preservice and Graduate Student Teachers are required to make the day up to meet the full required number of days of the Placement.

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

## COLLECTION OF DATA

Preservice and Graduate Student Teachers are required as a means of demonstrating the APSTs to develop a Portfolio and, at times, ethically & confidentially collect artefacts for subject assessments, aligning theory and practice. They are required to de-identify **all** artefacts. Preservice and Graduate Student Teachers are guided to work within the policy of the school or centre before attempting to take photographs. Request clarification is provided by JCU's Data Declaration Forms and ECE Centre's/Parental Permission to Observe and Photograph.

## ASSESSMENT

Professional Experience is the opportunity to learn within and through practice. Learning is demonstrated through the impact on student learning and professional reflections on the contributions to the classroom and the wider school community. Written **constructive feedback** on the Report provides valuable comments for PST/GST to plan for their next phase of Placement.

# ASSESSMENT

## RESOURCES



Reports & supporting documentation to assist in making an assessment of the Preservice Teacher are provided by the Work Integrated Learning Team each year via JCU Professional Experience Resource Portfolio

## CRITERIA

Each placement is assessed against the Australian Professional Standards appropriate for the particular placement focus



## SUCCESS INDICATORS

Each Placement prior to the Final Placement is assessed at an Engagement Level. Final Placement is assessed at an Achievement Level against the Graduate Career Stage



## ASSESSMENT

The overall assessment of how the PST/GST is developing adequately towards the graduate level is either: Satisfactory or Unsatisfactory in meeting ALL assessed APSTs in order for the PST/GST to progress to the next phase



# WORK HEALTH & SAFETY

## Induction

### BLUE CARD

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

As stated on the [Blue Cards portal](#), a person does not need to have a physical blue/exemption card before starting work or volunteering with children. Blue Cards do not require you to carry your card with you while working. However, this may be a policy of the organisation's child and youth risk management strategy. If it is your school or centre's policy to sight a physical card, please advise the Student Placement Team via [placements@jcu.edu.au](mailto:placements@jcu.edu.au). The school/centre can [validate your blue card/exemption card](#) any time after a person has received their working with children check.

### INDUCTION

In accordance with the Professional Experience Partnership Agreement, the ITE Provider and the Professional Experience Site are responsible for providing an induction. The Professional Experience Advisory Committee have provided an Induction Document to ensure that the PST/GST is appropriately supported while completing all practicums, ensuring a quality placement for both the JCU student and the school/centre.

The guiding principle for this document is to clarify, in collaboration, the guiding AITSL roles and expectations for PST/GST to undertake successful and safe placements professionally and diligently, complying with the expectations of James Cook University and the placement site's policies and procedures which meet all required compliance matters.

The PST/GST are therefore required to attend:

- JCU Professional Experience Workshops
- Designated school/centre's Induction meeting prior to the commencement of the placement
- Site Base Teacher Educator's professional expectations dialogue to discuss Placement Goals, Weekly Learning Tasks, Assessment, classroom routines, procedures and planning, meeting and general classroom expectations

The Induction Document acknowledges the variance offered by Partnership Hosts in how they present the Induction. The PEAC recommend that the Induction take place on-site \* in a face-to-face modality.

**\*Noting when PST/GST cannot attend due to Placement outside the PST/GST's locality of residence or PST/GST can show cause such as coursework timetabled workshop or lectures.**

The PEAC acknowledges that Partnership Hosts may vary regarding who is responsible for the specific content but recommends the following as best practice to ensure the endorsed induction topics are presented. These are common features of successful induction programs and should be completed before commencement or on the first day of placement.

SITE COORDINATOR	SITE BASE TEACHER EDUCATOR
<ul style="list-style-type: none"> <li>• School organisational and leadership structure</li> <li>• Key contact information and communication channels</li> <li>• Support timeline expectations, e.g., school IT access and touch point support times</li> <li>• Professional Orientation – e.g., staff/school handbook, school map, duty of care playground duties, lesson times, absence <b>(APST 4.4)</b></li> <li>• Dress code and school-specific appearance standards <b>(APST 7.1, 7.2)</b></li> <li>• Support JCU in reinforcing the Professional Boundaries and Code of Ethics for Teachers <b>(APST 7.1)</b></li> <li>• Student protection and compliance <b>(APST 7.1)</b></li> <li>• School behaviour management policy and framework</li> <li>• School arrival and departure processes, including emergency evacuation/lockdown/hazards procedures <b>(APST 7.1, 7.2)</b></li> <li>• Staff meeting and professional development times <b>(APST 6.2)</b></li> <li>• IT access and support, e.g., QLearn or System Access Form <b>(APST 3.4, 4.5)</b></li> <li>• Other school/site-specific expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations regarding placement goals, weekly learning tasks, assessment and portfolio requirements</li> <li>• Expectations regarding professional interactions and classroom practices, including the Pedagogical framework, lesson plan formatting, and submission deadlines.</li> <li>• Arrival, departure, cohort meetings, reflective practice discussion times <b>(APST 4.2, 6.2, 7.2)</b></li> <li>• Classroom Universal, Targeted and Intensive Intervention support <b>(APST 4.1, 4.2, 4.3, 4.4, 7.2)</b></li> <li>• Classroom Professional Practices and work demands of a sustained practice of the profession, e.g., consistent supervision for student engagement and confidentiality <b>(APST 6.3)</b></li> <li>• Photocopying provisions and access to resource support <b>(APST 3.4, 4.5)</b></li> <li>• Expectations regarding student and parental communication channels</li> </ul>

The JCU Induction Document also provides an Exemplar Induction Guide. PST/GSTs may be required to sign off on their understanding of these school/centre policies. Some sites may require PSTs to attend extra health and safety preparation.

### CONTACT DETAILS

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

# Legal Rights and Responsibilities

## INSURANCES

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

What is not covered:

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

Applicable Insurances:

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

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

## SUPERVISION

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

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

## DUTY OF CARE

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

Preservice and Graduate Student Teachers should know the whereabouts of the supervising Site-Based Teacher Educator **at all times** and should be able to call for immediate support if necessary. Preservice and Graduate Students Teachers should take particular care where students work with potentially hazardous materials (e.g., a sharp pencil in a student's mouth is a potential hazard). The exercise of professional judgement is at all times essential and guided by the Site-Based Teacher Educator.

## FAILS TO PRESENT FOR PLACEMENT

If a Preservice or Graduate Student Teacher fails to present for the commencement of Placement **without notification**, as a duty of care, please contact the [Student Placements Team](#).

# PARTNERSHIP DOCUMENTATION REQUIREMENTS

## Placement Requests

The Student Placement Team contacts schools and centres at the beginning of each year with a Request for Placement form. This form outlines cohorts for the year and relevant details for each Professional Experience block, teaching areas and specialisations. We request this form to be completed by the Site Coordinator and returned to the [Student Placements Team](#).

The intent is to capture the majority of placements for the year, supporting schools' and centres' forward planning and staffing capacity and timely confirmations for all involved to be adequately prepared.

The Team begins the sourcing process for Final Year placements in Term 3 of the year prior to the commencement of the final Professional Experience blocks.

## Professional Experience Reports

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Professional Experience Reports and Professional Experience Attendance Records be returned **ONLY** by Site Coordinators. Digital Reports are to be submitted to Student Placement Team by email [placements@jcu.edu.au](mailto:placements@jcu.edu.au) within 5 days of completion of Placement.

Please cc the Preservice and Graduate Student Teacher so they may retain a copy for their Portfolio. Ensure that Professional Experience Reports are fully completed and signed by **all** parties.

## Professional Experience Portfolios

As part of a PST/GST's learning during a placement, they are required to develop a Portfolio –a representation of their learning. The folio's purpose is to document, through chosen annotated artefacts

- PST/GST's Professional Learning
- Continued growth through reflective practice
- Tangible demonstration of the placement's assessed Australian Professional Standards at an engagement level as they develop towards graduate level, and in the final placement, the annotated artefacts demonstrate Graduate Achievement level.

The portfolio provides the foundation for PST/GSTs to develop the everyday reflective practice of demonstrating evidence of an Impact For and Impact Of student learning and ways of improving teaching.

The requirement of creating the Portfolio also prepares PST/GSTs for the rigour of documenting annotated evidence to move from a Graduate Teacher to a Proficient Teacher during their early career phase and for other future career phase progressions.

The portfolio is a working document. The specific annotated artefacts should demonstrate a range of evidence of the relevant Standard descriptors being assessed on the placement. It is a PST/GST's personal choice for the format of the folio - digital format or hard-covered folder. The structure of the Portfolio aligns with the 3 Teaching Domains and 7 professional standards.

While the folio is not an assessable Item, the Supervising Teacher will use it to support their judgement that the PST/GST meets the assessed APST. The Site Based Educator is required to sign off as continually discussing the folio artefacts throughout the placement.

The Portfolio is **not submitted** to the Student Placements Team.

However, if the Professional Experience Report **does not** indicate the PST/GST has developed their portfolio and discussed the artefacts of the portfolio, as per the Report, the PST/GST will be required to present the Portfolio to the Professional Experience Academic Coordinator as it is a requirement of the Placement.

## Professional Experience Templates

For each Placement, PST/GSTs are provided with relevant support materials, including observation templates and lesson plan templates. These templates are provided to have the PST/GST engage in targeted observations that prompt reflective practice and professional dialogue for effective learning.

## Pay Claims

Supervising teachers and Coordinators can claim for hosting Preservice and Graduate Student 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: \$7.458 per hour (max \$37.29 per day) from 1<sup>st</sup> Jan 2024.
- Site Coordinator Days Rate: \$1.58 per Preservice Teacher per day
- Site Coordinator Group Talks Payment Rate: \$12.28 per hour

## Placement Remuneration

Maximum hours that can be claimed for each placement:

Year	Subject	Setting	Structure	Remuneration
1st year	ED1421	ECE	10 days	50 hrs
	ED1439	ECE	10 days	50 hrs
	ED1492	ECE, Primary	5 days	25 hrs
	ED1421	Primary, Secondary	5 days	25 hrs
	ED1491	Primary, Secondary	5 days	25 hrs
2nd year	ED2097	ECE	10 days	50 hrs
	ED2094	ECE	10 days	50 hrs
	AF2703	ECE	10 days	50 hrs
	ED2194	Primary	10 days	50 hrs
	AF2702	Primary	10 days	50 hrs
	ED2491	ECE, Primary, Secondary	5 days	25 hrs
	ED2492	Secondary	10 days	50 hrs
3rd year	ED3097	ECE	15 days	75 hrs
	ED3590	ECE	10 days	50 hrs
	ED3197	Primary	15 days	75 hrs
	ED3442	ECE, Primary, Secondary	5 days	25 hrs
	ED3297	Secondary	15 days	75 hrs
4th year	ED4486	ECE, Primary, Secondary	15 days	75 hrs
	ED4490	ECE, Primary, Secondary	25 days	125 hrs
MTL 1st year	ED5950	Primary	15 days + 5 days ICWD	75 hrs + 25 hrs ICWD
	ED5955	Secondary	15 days + 5 days ICWD	75 hrs + 25 hrs ICWD
	ED5960	Primary	20 days + 7 days ICWD	100 hrs + 35 hrs ICWD
	ED5965	Secondary	20 days + 7 days ICWD	100 hrs + 35 hrs ICWD
MTL 2nd year	ED5974	Primary	25 days + 8 days ICWD	125 hrs + 40 hrs ICWD
	ED5979	Secondary	25 days + 8 days ICWD	125 hrs + 40 hrs ICWD

## GLOSSARY OF WEBLINKS

[Work Integrated Learning JCU](#)

[JCU Pay Claims](#)

[JCU Student Code of Conduct](#)

[Blue Card Services](#)

[Queensland College of Teachers \(QCT\)](#)

[Supervising preservice teachers – Self Paced Online training program](#)

[Professional Boundaries Guideline for Queensland Teachers \(QCT\)](#)

[Professional Experience Checklist](#)

[Australian Professional Standards for Graduate Teachers](#)

[Graduate Teacher Performance Assessment \(GTPA\)](#)

