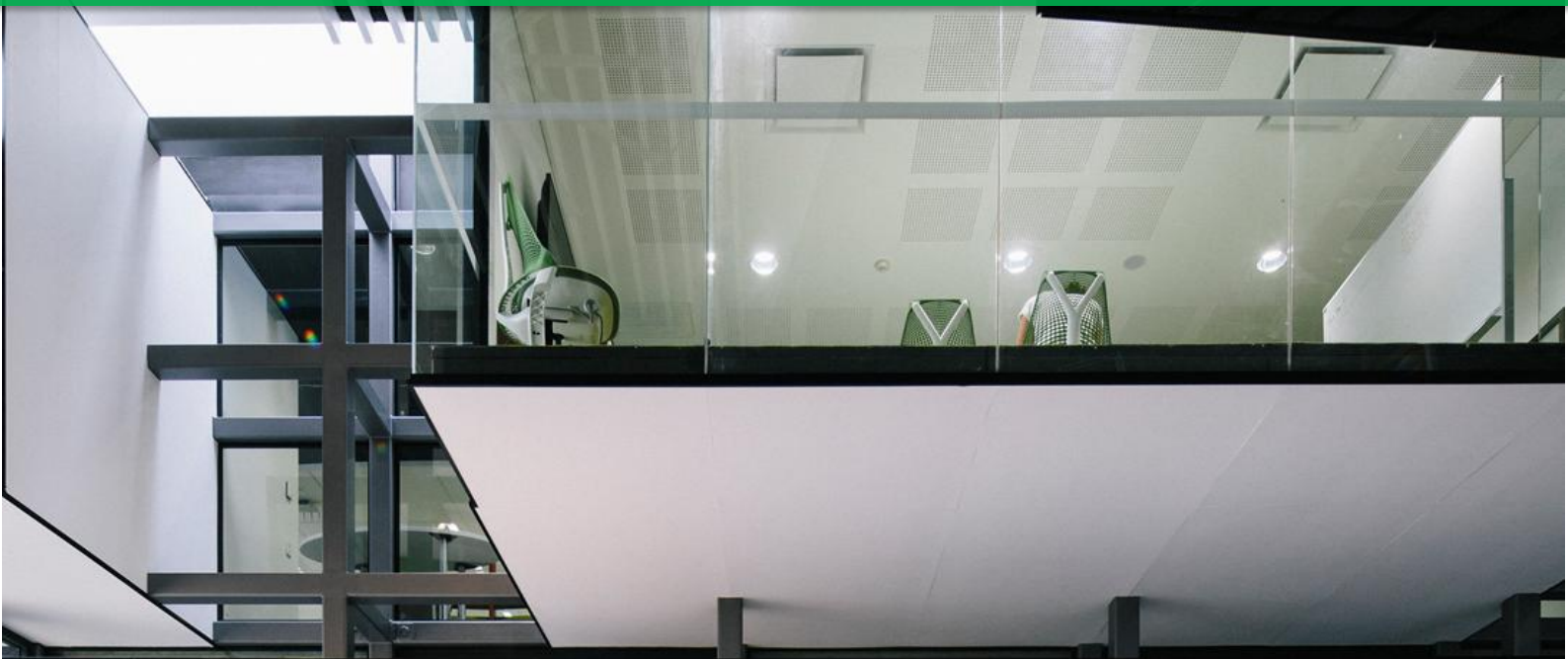


2026

Professional Experience Partnership General Handbook



JAMES COOK
UNIVERSITY
AUSTRALIA



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INTRODUCTION

FORWARD

Welcome to the College of Arts, Society and Education. Our Preservice (Undergraduate) and Graduate Student Teachers (Postgraduate) can specialise in Early Childhood Education, Primary or Secondary Education. We deeply value the strong partnerships that enable Professional Experience Placements. By opening your Schools and Early Childhood Centres to our students, you play a vital role in shaping the next generation of educators for our region. High-quality placements thrive when we share a clear and mutual understanding of expectations and goals. This handbook is designed to support that shared vision, ensuring that together we create meaningful, authentic learning experiences. Through Work-Integrated Learning in your schools and centres, our JCU Preservice and Graduate Student Teachers develop the skills and confidence to transition into the profession as researchers for learning and change. These authentic experiences connect theory with practice, allowing students to learn *in* and *through* practice—a cornerstone of their professional growth.



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 in successful, rewarding placements. 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-Based 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

	Cairns	Townsville
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Community Organisation	Professional Experience Community Site - LearnJCU	
For all general correspondence related to Professional Experience, please email placements@jcu.edu.au		
Student Placement Team		
Contact	placements@jcu.edu.au	
	07 4781 6333	
Professional Experience: Academic Coordinator [Education]		
Trisha Telford	trisha.telford@jcu.edu.au 07 4781 5424	
Handbook Abbreviations		
SC: Site Coordinator Site-Based Teacher Educator PST: Preservice Teacher (Undergraduate) GST: Graduate Student-Teacher (Postgraduate) AC: Academic Liaison Profex Coordinator: Professional Experience Academic Coordinator [Education]	SBTE:	PEAC: Professional Experience Advisory Committee Portfolio: Professional Experience Evidence-Based Portfolio GTMJ: Guide to Making Judgement ISMG: Instrument-Specific Marking Guide GRR: Gradual Release of Responsibility WIL: Work Integrated Learning - Placement
<p>SPT: Student Placements Team</p> <p>QPERF Report: Queensland Professional Experience Reporting Framework</p> <p>APST: Australian Professional Standards for Teachers</p> <p>Team Teaching: Guides to Team Teaching Models</p> <p> : Internal or External Link</p> <p>Setting: Host School or Centre</p> <p>Sector: Partner Organisation: Department of Education, Catholic Education, Independent Schools Queensland (non-systemic)</p>		
Glossary of Web Links		
<p>Supervising preservice teachers – Self Self-paced online training program - Designed by QCT</p> <p>JCU Online Professional Experience Resource Portfolio – All resources required for SC and SBTE to support a Placement</p> <p>AITSL Professional experience Participant roles and responsibilities</p> <p>QCT Evidence Guide for Supervising Teachers</p> <p>LANTITE</p>		

PLACEMENT PATHWAY PROGRAM

OUR APPROACH THE BENEFITS



JCU PARTNERSHIPS

Build strong partnerships with sectors and schools to establish a robust placement pathway, thereby strengthening the profession.

KNOWLEDGE & UNDERSTANDING

Transform and demonstrate adaptive expertise, continuously refining teaching practice through ongoing critical reflection and reflexivity.



PUBLIC GOOD

Seek through employment-based pathways to be better teachers, colleagues, staff and community members by providing high-quality, consistent placements.



PROFESSION

Develop the future of the Profession with JCU's competent graduates, who have 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 an ethical 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 is critical for the success of the placement.
- *Inquiry-oriented* – activities and discussions about teaching need to recognise the complexity of the profession.
- *Contextualised* – the contexts for teaching, including the learners, physical environment, school /centre ethos, programs and policies that shape the response required by teachers.
- *Outcomes-focused* – the program aims to develop graduates who:
 - will be autonomous, reflective, collaborative practitioners
 - will understand and be competent in a wide range of learning and teaching contexts
 - will be critical decision-makers who contribute to continual improvement in education and are committed to enhancing educational outcomes for all learners
 - will meet the Australian Graduate Teacher Standards.

PLACEMENT AIMS AND OBJECTIVES

Upon completing the Work Integrated Professional Experience program, the PST or GST will have developed a habit of contributing to a positive 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 skills and knowledge necessary for teaching, as well as personal, interpersonal, and emotional capabilities (Scott, 2014). Our strong partnership with host schools and centres supports our students during integrated placements, enabling them to develop as graduate teachers with a sense of Place as they meet the prescribed Australian Professional Standards for Teaching (APST). Our collective efforts also aim to cultivate graduate teachers who exhibit the characteristics of high-calibre aspirant teachers, acting as future researchers in the pursuit of 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, in their actions, seek to be better teachers, colleagues, and community members.

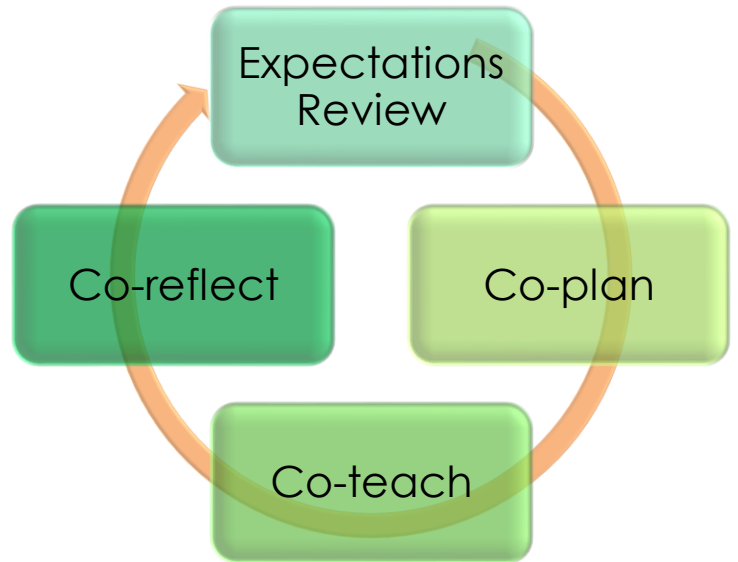
With our Partnership Learning Schools and Centres, we work towards developing critically reflective JCU graduate teachers who demonstrate:

- 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 ensuring a successful and rewarding professional experience. This shared responsibility requires clear communication to ensure a shared understanding of the professional learning intentions and expectations.

Providing an induction is recommended to ensure that pre-service and graduate student teachers are familiar with the school's organisation, Work Health and Safety procedures, school rules and routines, expectations regarding conduct and professional responsibilities, and the school's culture and ethos (APST 7.1 and 7.2). The purpose of this meeting is to ensure the placement commences with a clear understanding of all stakeholders' perspectives. 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. 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 perspective of the Site-Based Teacher Educators.

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 goals of Preservice and Graduate Student Teachers 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 – Novice to Graduate Level

Co-planning, co-teaching and co-reflecting

The placement process from novice to graduate level can be guided by the interconnected phases of **co-planning, co-teaching, and co-reflecting**, which scaffold a preservice teacher's development. This cyclical process operates at two levels: within each placement and across the entire degree program, ensuring preservice teachers evolve from guided learners to confident, reflective practitioners ready for full professional responsibility.

TEAM TEACHING – LEARNING ALONGSIDE THE EXPERT

Collaborative teaching, also known as co-teaching, is an instructional strategy in which teachers work together, enabling Site-Based Teacher Educators to model best practices. The SBTE takes the **Lead Teacher** role, with the 'main responsibility' during the phases of teaching, guiding the PST and GST in in-the-moment decision-making and teaching enactment. As the placement progresses, the PST and GST assume the role of Lead Teacher while continuing to employ 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 THE CO-PLANNING PHASE

Co-planning makes curricular thinking visible and promotes pedagogical conversations that celebrate the complex, creative, and intellectual work of teaching. The professional dialogue will focus on exchanging ideas about curricular intent, differentiation strategies, lesson design, and the selection of pedagogical approaches and resources for each stage. PST/GSTs will draw from coursework, theoretical knowledge, and Professional Experience to **contribute** to the **shared responsibility** of co-planning. Site-Based Teacher Educators will support learning by gradually transferring planning responsibility to the PST/GST, who will assume the Lead Teacher role. Site-based Teacher Educators will model, share, and guide PST/GSTs in independent planning.

EXPECTATIONS DURING THE CO-TEACHING PHASE

Co-teaching provides an active learning opportunity for PSTs/GSTs to **share responsibility** for lesson delivery, apply selected pedagogical strategies, and respond to guidance from Site-Based Teacher Educators during placement practice. They also observe student responses to inform their teaching decisions.

PSTs/GSTs are gradually guided toward independent teaching, with Site-Based Teacher Educators modelling, sharing, and explaining effective practices in instruction, classroom management, and assessment of student learning.

Through professional experience placements, PSTs/GSTs refine their teaching practice by modelling, blending, and experimenting with strategies. These placements offer opportunities to sharpen their agility in making pedagogical decisions and enhance their fluency in articulating their practice.

EXPECTATIONS DURING THE CO-REFLECTING PHASE


As a co-constructive professional experience, co-reflection is crucial for clarifying and affirming learning in the Professional Experience. PST/GSTs will take an active responsibility for **monitoring** and **reflecting** on their contributions to student learning and to 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 and impact 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 that 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 at each stage of collaborative professional learning and determine a timeline for a Gradual Release of Responsibilities as the 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 through which the PST/GST assumes full responsibility for the **Lead Teacher** role.

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

REFLECTIVE PRACTICE DIALOGUE

A guide to engaging in team-teaching professional conversations on learning and teaching while on placement to help develop cognitive and reflective capacities, including adaptive expertise

JCU aims to have graduate teachers bring intellectual **curiosity** and **critical thinking** to their practice. As **reflective researchers** and **evidence-informed decision-makers**, they act with insight and **decisiveness**. With a commitment to transformation and demonstrated adaptability, JCU graduate teachers will continuously refine their teaching practice through ongoing **critical reflection** and **reflexivity**.



PLACEMENT PROGRAM OVERVIEW

PST/GSTs must engage with all coursework across the varied study periods, as it informs effective practice and enables PST/GST to meet the teaching and learning requirements during Professional Experience. The Collaborative Learning approach maximises both the learning of the PST/GST as a future educator and their grounding in a strong **professional identity**, demonstrating **integrity**, **ethical conduct**, and **trustworthiness**.

Each Professional Experience Placement is **embedded** within subjects at key points in the program, ensuring theoretical learning is immediately **connected** to practical application. This integrated approach strengthens the relevance of coursework, deepens understanding through authentic contexts, and supports the development of **confidence and competence** in real classroom environments. By aligning placements with subject content, PST/GSTs experience a seamless progression from theory to evidence-informed, intentional and rigorous level of practice, fostering reflective inquiry and reinforcing their professional identity as educators.

The following infographics highlight each level of the Work Integrated Program, illustrating the progression of knowledge and skills as PST/GSTs move from the Engagement level (novice) to the Graduate level, where they demonstrate classroom readiness.



Level 1 WIL Program

- ED1421** Foundations of Language and Literacy in Education
- ED1492** Teaching Mathematics and Numeracy in Primary and Early Childhood Settings
- ED1491** Foundations of Mathematics and Numeracy for Middle School Teachers
- ED1439** Early Childhood Education and Care 1



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 learners' needs are managed in positive learning environments
- The ethical responsibilities of a teacher



APST

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



Professional Knowledge: **1.1 1.3 1.5 2.1 2.5 2.6**

Professional Practice: **3.4 3.5 4.1 4.2 5.2 5.4**



Professional Engagement: **6.3 7.1 7.4**



REQUIREMENTS

ED1421 5 Days Professional Experience Report	ED1492 - ECE & Primary ED1491 - Secondary 5 Days Professional Experience Report
ED1439 (ECE ONLY) 10 Days Formative Report	

LEARNING TASKS

Targeted Observations and documented learner profiles to gain an understanding of what impacts the way a learner engages in learning

Focus on effective teaching of literacy & numeracy instruction across all subjects.

Professional Dialogue - Ethical & Professional Conduct

ECE & Primary - Lead a small group literacy & numeracy learning experience

Secondary - Lead a small group of 1st or 2nd Teaching Area with Literacy & Numeracy Capabilities Focus

Level 2 WIL Program

- ED2491** Planning for Engaging Learning
- ED2094** Approaches to Oral Language & Reading Development in Early Years
- ED2194** Approaches to Oral Language & Reading Development in Primary School
- ED2492** Junior Secondary Curriculum 1
- ED2097** Play Pedagogies for Early Learners



FRAMEWORK

Begin structuring a safe & positive learning environment, for diverse learners through:

- Practise & apply techniques to positively & effectively manage behaviour
- Plan & teach individual lessons that respond to learner needs and strengths
- Sequence a series of lessons with modelling and scaffolding practices, so the content becomes more challenging
- Justify pedagogical knowledge frameworks & practices in planning, teaching and assessment

APST



"What environment supports student learning?"

Professional Knowledge: **1.1 1.2 1.3 1.4 2.1 2.2 2.3**

Professional Practice: **3.1 3.2 3.3 3.4 3.5 3.6 4.1 4.2 5.4**



Professional Engagement: **6.3 7.1**



REQUIREMENTS

ED2491 5 Days Formative Report	ED2094 (ECE)
ED2097 ECE ONLY 15 Days Professional Experience Report	ED2194 (Primary)
	ED2492 (Secondary) 10 Days Professional Experience Report



LEARNING TASKS

Observation of practices and techniques that positively and effectively manage behaviour

Targeted Observation of explicit teaching strategies to engage learners & incorporate spacing and retrieval practices

Plan the structure of a lesson, including the transition between the stages and build to enact a sequence of lessons

Discussions concerning the alignment of intended, enacted and assessed learning in the classroom

Collect and gather evidence of learner progression

Level 3 WIL Program

ED3422 Inclusive Education: Differentiated Learning



ED3097 Reflective Teaching Cycles

ED3197 Reflective Teaching Cycles

ED3297 Reflective Teaching Cycles

ED3590 Early Childhood Education and Care 2

FRAMEWORK

Design inclusive learning environments to

- Implement practices to create a predictable & safe environment by reducing variance
- Use curricular frameworks to plan appropriately aligned & sequenced lessons
- Select & use an appropriate multi-tiered system of support
- Design legislative inclusive learning experiences based on baseline data & learner characteristics and disability
- Monitor & evaluate 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: **1.4 1.5 1.6 2.1 2.2 2.3 3.1 3.2 3.3**

Professional Practice: **4.3 4.4 4.5 5.1 5.2 5.3 5.4 5.5**



Professional Engagement: **6.3 7.3**



REQUIREMENTS

ED3442

5 Days

Formative Report

ED3097 ECE

ED3197 Primary

ED3297 Secondary

ED3590

10 Days

Completion Report
Attendance Record



15 Days
Professional Experience Report

LEARNING TASKS

Engage with a diverse learning setting to develop a case study for a student with a special need

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

Engage in moderation



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

Level 4 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 what evidence of learner progression?”



Professional Knowledge: **All APST except 1.2**

Professional Practice: **All APST**



Professional Engagement: **All APST except 6.1 6.2 6.4**



REQUIREMENTS

ED4486

15 Days

Formative Report

ED4490

25 Days

QPERF Report

Intensive Orientation Program

3 Days

Engagement Assessment Tasks

LEARNING TASKS

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

Plan & Teach all curriculum subjects plus specialisation subject
Plan & Teach both teaching areas across both junior & senior curriculum

Independently teach a full teaching load, enacting the PTAR iterative cycle

Implement summative assessment & grade against relevant standards & criteria, informing a moderated judgment

1st Year Master of Teaching and Learning WIL Program

ED5955: Learners and Learning in Secondary School Contexts

ED5965: Teaching for Learning in Diverse Secondary 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

ED5955 - 15 Days + 5 Integrated Coursework Days
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**



APST

ED5965 - 20 Days + 7 Integrated Coursework Days
Professional Experience Report



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**



LEARNING TASKS

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

Consider **curriculum alignment** with relevant ACARA links and learning outcomes

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

2nd Year Master of Teaching and Learning WIL Program



ED5979
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
- **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 what evidence of learner progression?"



Professional Knowledge: **All APST except 1.2**

Professional Practice: **All APST**



Professional Engagement: **All APST except 6.1 6.2 6.4**



REQUIREMENTS

Integrated Coursework
Days
8 Days
Formative Report

ED5579
25 Days
QPERF Report

Optional Orientation
Program
3 Days

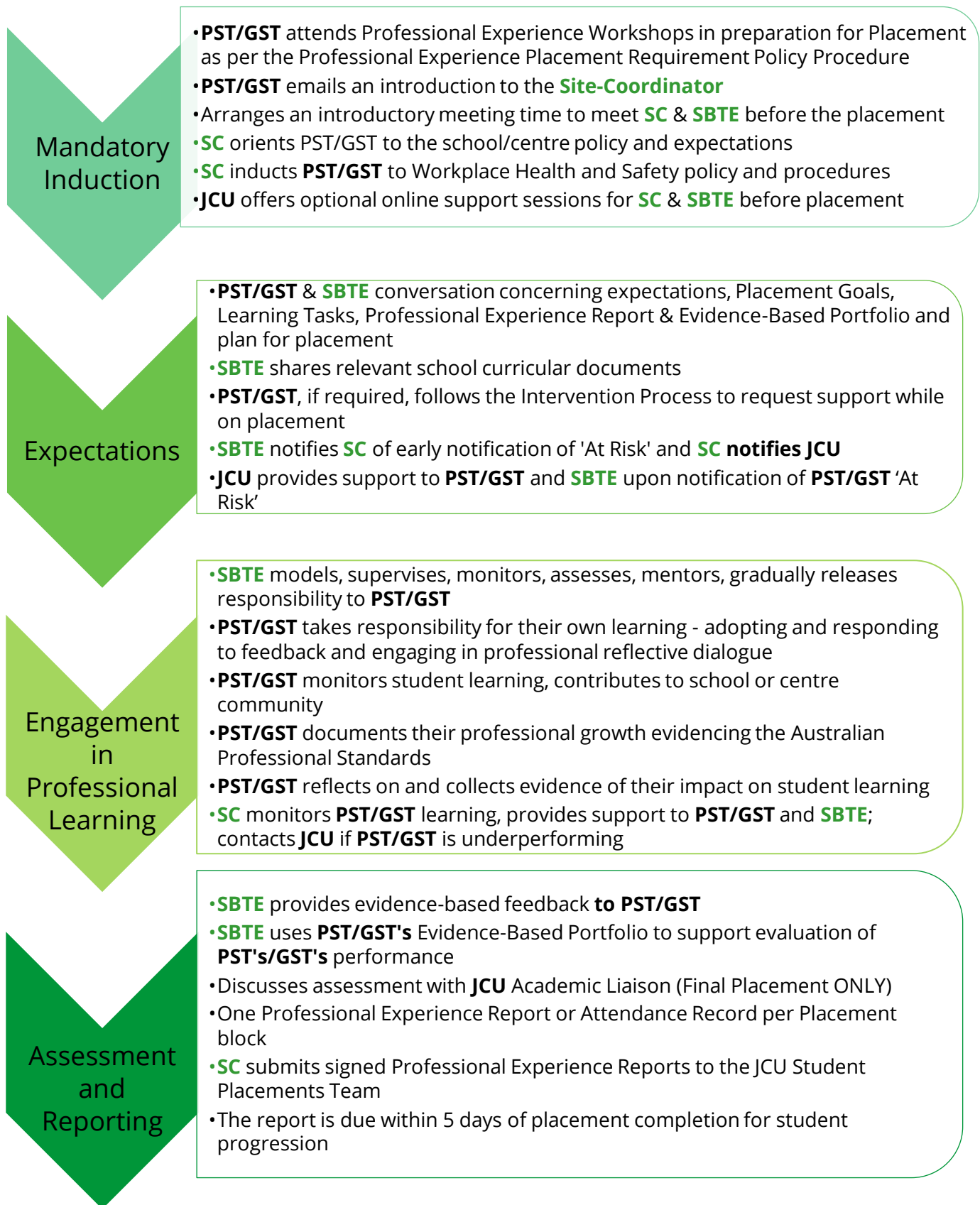
LEARNING TASKS

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

Plan & Teach **both teaching areas** across **both junior & senior** curriculum

Independently teach a **full teaching load**, enacting the PTAR iterative cycle

Implement **summative assessment** & grade against relevant standards & criteria, informing a moderated judgment



PROFESSIONAL VALUES & DISPOSITIONS

- Display** motivation and a commitment to learning
- Embrace** lifelong learning as a foundation for an evolving practice
- Commit** to valuing and promoting the education, safety and well-being of all learners
- Respect** professional ethics & boundaries

AGENCY & AUTONOMY

- 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, applying reflexivity, adaptive expertise and a transformative disposition to make a positive impact in their professional contexts

COGNITIVE REFLECTIVE CAPACITIES

- Bring** intellectual curious and critical thinking about their practice
- View** 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 evidence-informed decision making to act with insight and decisiveness

PRACTICE

- Comply** with site Workplace Safety procedures and policy
- Become** culturally competent and inclusive, being respectful of and responsive to diverse learners and learners' contexts
- 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 Evidence-Based Portfolio

CONTEXTUALISE

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

Make available JCU Professional Experience Resource Portfolio link to SBTE

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 that the objectives and planned components of each placement are clear and well documented

CONTEXTUALISE

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

Utilise Support Material from the JCU Professional Experience 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

Provide a welcoming, safe and culturally responsive learning environment

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

Model ways to establish professional & ethical relationships

Model evidence-informed practice

Engage in conversations about practices, beliefs & education principles

SUPERVISE

Provide full and continuous supervision at all times

Provide negotiated regular time for collaborative professional learning

Promote increasingly independent practice

Provide opportunities for the specified handbook learning tasks to be 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

Assess PST/GST's development with integrity, impartiality and fairness

REFLECT

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

Liaise with Site Coordinator to monitor the 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**

CONTEXTUALISE

Prepare PST/GST for the requirements of the placement
Provide Professional Experience Workshops per Year Level
Familiarise PST/GST with QCT (or relevant State Teacher Accreditation Authority) with the 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 all stakeholders in supporting the PST/GST to have a successful placement

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 Evidence Based Portfolio

Discuss and review any concerns concerning the progress towards the 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

PROGRAM ACCREDITATION PLACEMENT REQUIREMENTS

James Cook University's Education courses are **Nationally Accredited programs**. The following requirements meet the rigorous accreditation process and standards that align with the Australian Institute for Teaching and School Leadership [\(AITSL\)](#) conditions. The Student Placements Team is committed to sourcing equitable and high-quality placements for all JCU students.

BREADTH OF PLACEMENT

To meet accreditation requirements, the College of Arts, Society & Education ensures that students have the opportunity to work with a wide range of learners across a variety of **sector partners** (Departmental, Catholic and Independent) and **school and centre settings**. This is achieved through the following:

- Bachelor of Education Preservice Teachers undertake Professional Experience across a minimum of two sectors in different school/centre **settings** for each level. The Placement Team **strive to provide** Preservice Teachers with the opportunity to experience each sector partner.
 - Early Childhood PSTs throughout the program undertake Placements at Early Childhood Centres (Birth - 2 Room) and in a 3-5-year Kindergarten setting. School Experience is gained through teaching in Preparatory to Year 3 settings (**including a day in a Year 4 or above classroom**)
 - Primary PSTs, throughout the program, should be placed so that the Experience is had in a range of **lower (Prep -2), middle (Yr 3-4) and upper primary (Yr 5-6) year levels**, including the opportunity to engage in the chosen **specialisation** during each placement
 - 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 across **both** teaching areas and classes at compulsory and post-compulsory levels, within **both** junior and senior curricula
- Master of Teaching and Learning Preservice undertake professional Experience across a minimum of **two sectors and a minimum of two settings**.
 - Secondary PSTs throughout the program should be placed in settings across **both** teaching areas and classes at compulsory and post-compulsory levels, within **both** junior and senior curricula

SPECIALISATIONS

ECE Specialisation

Bachelor of Education – Early Childhood: prepares preservice teachers to teach from **birth through age 8**. While trained as generalist educators for early years, they will have opportunities to undertake placements in specialised settings, including Birth–2 and Kindergarten environments. When completing the Graduate Teacher Performance Assessment ([GTPA](#)) in the final year, the PST writes based on English/Literacy.

Primary Specialisation

Bachelor of Education – Primary Preservice teachers are prepared as primary generalist educators, equipped to teach across all key learning areas. They undertake subjects in their chosen specialisation that exceed the required curriculum. Professional experience placement provides opportunities to engage in these subjects, enabling preservice teachers to apply and extend their specialised knowledge in authentic classroom contexts. During placements, they **do not solely** teach in their specialised subject. When completing the Graduate Teacher Performance Assessment ([GTPA](#)) in the final year, the PST writes based on their specialisation.

Secondary Teaching Areas

Bachelor of Education - Secondary preservice teachers undertake two designated teaching areas. They are not considered to be chosen as a major or minor, as the PS is required to demonstrate Graduate-level proficiency in both. Professional Experience placements in the first year are designed to provide exposure to both junior & senior curricula. They teach **junior curriculum in the second year** and **senior curriculum in the third year**. Each placement should provide PST with the opportunity to work in **both teaching areas**.

SOURCING PLACEMENTS

For program accreditation, the Queensland College of Teachers (QCT) requires Higher Education Institutions (HEIs - University) to arrange Professional Experience Placements. Therefore, all placements are **ONLY organised by the University's Student Placements Team**. Preservice Teachers should not contact sites regarding potential placements under any circumstances.

It is a **breach** of JCU placement processes for PST/GSTs to attempt to source and arrange a placement at a school of their choice. It is a breach to **approach or engage** in conversation with Principals, Deputy Principals, Heads of Department, Site Coordinators, or Site-Based Teacher Educators regarding placement at the school.

JCU SOURCING PLACEMENT PROCEDURES

JCU Preservice Teachers **cannot** choose a school centre or partnership sector, as the Placement Team takes strategic care to ensure PST/GSTs have the opportunity to experience each sector throughout their degree and to meet Program Accreditation requirements.

For the FINAL suite of Placements **ONLY**— Professional Experience A & Professional Experience B (Undergraduate) Final Graduate Professional Experience (Master of Teaching and Learning), students may provide a preference for a partnership sector to support a transition into a sector they may wish to commence their teaching career.

The Student Placement Team contacts schools and centres at the beginning of each year to request placement via a Request for Placement form. This form outlines the year's cohorts and relevant details for each Professional Experience block, teaching areas, and specialisations. The intent is to support schools with a transition pipeline and to capture the majority of placements for the year, supporting schools' and centres' forward planning, staffing capacity, and timely confirmations so all involved are adequately prepared. We request that the Site Coordinator complete this form and return it to the [Student Placements Team](#).

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.

CONFLICT OF INTEREST

JCU consider Academic misconduct as conduct that attempts or succeeds in obtaining **unfair academic advantage** through the **use of social relationships** with academic staff and *affiliates or any other breach of academic integrity for their own gain or the benefit of others. [Coursework Academic Integrity Policy](#)

The Placement Team avoids placing a preservice teacher in a school where there is an actual, perceived, or potential conflict of interest, as such situations can compromise the integrity and fairness of the assessment process.

Conflicts of interest—such as being placed in a school where the preservice teacher has family members, close friends, or prior employment—can lead to biased evaluations, undue influence, or preferential treatment. Even

the perception of bias can undermine the credibility of the assessment and the program's professional standards. Ensuring placements are free from these conflicts protects the validity of the assessment, maintains equity among all preservice teachers, and upholds the trust of schools, universities, and accrediting bodies.

A preservice teacher must disclose any actual, perceived, or potential conflicts of interest when completing the **Student Placement Application**. This includes situations in which schools or centres have recently employed a preservice or graduate student teacher (including those on a Permission to Teach), or when a child or close family member* attends or is employed at the site, including where the preservice teacher has a previous or current relationship with the supervisor.

Declaring these conflicts ensures transparency and helps maintain the integrity and fairness of the placement and assessment process. Failing to do so may result in your placement being altered or delayed. By identifying these circumstances early, the university can make informed decisions to avoid bias, uphold professional standards, and protect the credibility of both the preservice teacher and the host institution.

Affiliate - a third-party contractor or an employee of a third-party contractor **engaged to supervise students** in scholarly endeavours.

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

FORWARD PLACEMENT PLANNING

Preservice teachers can use the **JCU Placement Thinking Tool** to plan preferred placement locations throughout their degree. This tool is designed to help PST/GST think strategically about where they would like to complete a Professional Experience. Engaging with this tool early in your degree can guide you toward environments that broaden your experience and strengthen your professional growth. It can guide PST/GST toward environments in which they can explore 'difference' before making a final decision about where to begin their teaching careers.

PLACEMENT DATES – PROFEX CALENDAR

The Professional Experience Advisory Committee (PEAC) endorses the JCU Professional Experience calendar. The calendar is located in the [JCU Online Professional Experience Resource Portfolio](#). It is an agreed-upon calendar that aligns with subject learning and assessment, as Placements are embedded in subjects. They are also strategically placed to account for the full breadth of the teaching cycle and school experiences throughout the year, as well as the capacity of schools and centres to host Preservice and Graduate Student Teachers.

The academic-year Professional Experience calendar is released approximately in October of the previous year to help PST/GSTs prepare for Professional Experience in the following year.

The PST **cannot** negotiate changes to placement dates, whether to **commence or conclude** a placement, **outside** the Professional Experience Calendar without **written approval** from the Professional Experience Academic Coordinator.

DISCONTINUATION OF PLACEMENT

A placement agency, meaning a 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.

Placements will be discontinued if a PST/GST breach the JCU [Student Professional Misconduct Procedure](#), as reference in the [JCU Student Code of Conduct Policy](#). If there are concerns regarding confidentiality or ethical dilemmas related to the PST/GST, Site Coordinators are encouraged to contact the Student Placements Team and indicate whether the matter requires urgent attention. If at any time a PST/GST's circumstance changes regarding

"good character" (as defined by QCT), the school/centre is obliged to immediately contact the Professional Experience Academic Coordinator to reassess Professional Experience.

Partnership schools and centres may discontinue a placement if the organisation considers, on reasonable grounds, that the PST/GST's conduct during the placement is inappropriate or that the PST/GST is not suitable to undertake or continue the placement. The Site Coordinator will notify the Student Placements Team and immediately inform the Professional Experience Academic Coordinator, who will advise the Student Teacher not to attend the site.

Disciplinary actions will be taken in accordance with the JCU Misconduct Procedure and, if applicable, a potential [Review of a Student's Suitability to Continue a Course Involving Placement](#).

Unprofessional Conduct - means conduct which does not illustrate the standard of behaviour that is reasonably expected of a student in a clinical or professional setting. Unprofessional Conduct includes, but is not limited to:

- a) Offensive/inappropriate language or **poor levels of communication**
- b) **Inappropriate dress** or contravention of personal protective equipment safety requirements
- c) **Inappropriate or unlawful sharing of clients'/patients' personal or private details, images or records**
- d) Cultivation of relationships inappropriate to the workplace
- e) **Inappropriate use of social media prior to, during or following professional placement**
- f) **Lack of reliability or punctuality**
- g) Inappropriate use of equipment/technology
- h) Creating potential health and safety risks in a workplace
- i) **Failure to comply with occupational requirements**
- j) Unlawful activity
- k) Discriminating against others within the discrimination definitions contained in the Anti-Discrimination Act 1991 (Qld), Age Discrimination Act 2004 (Cth), Disability Discrimination Act 1992 (Cth), Racial Discrimination Act 1975 (Cth), and Sex Discrimination Act 1984 (Cth)
- l) Placing the public at risk of harm because the student has acted in a way that constitutes a significant departure from professional standards and/or scope of practice
- m) **Attended a formal academic or clinical environment while intoxicated by alcohol or drugs**
- n) Inappropriate sexual behaviour/ activities in a professional setting or context, or
- o) Engaging in behaviour which causes a placement provider to exclude the student from a professional setting

WITHDRAWAL FROM PLACEMENT

If the PST/GST decide to withdraw from their placement **before** commencing the Practicum, the following action is required:

- Inform the Student Placements Team via email so the host school /centre can be notified
- If PST/GST has already had confirmation of a school/centre, inform **all** -Site Coordinator, Site-Based Teacher Educator and Student Placement Team via email

If a PST/GST decides to withdraw from their placement **during** placement without meeting with the Professional Experience Academic Coordinator to seek support, the following action is required:

- Inform the Student Placements Team of your withdrawal via email.
- Inform **both** the Site Coordinator and Site-Based Teacher Educator via email.

ABSENT DURING PLACEMENT

The PST/GST and SBTE **cannot** negotiate changed placement dates outside the Professional Experience Calendar without obtaining approval in accordance with the JCU Special Consideration process.

If a preservice teacher is absent for **three (3)** or more days—whether consecutively or intermittently—resulting in the placement extending beyond the designated Professional Experience dates, the student **must apply** for Special Consideration through JCU processes. The placement cannot be reorganised independently, as this may conflict with scheduled lectures and assessments, affect school capacity, and compromise the integrity of placement goals and learning outcomes.

For absences of **1 or 2 days**, the PST/GST can discuss with the SBTE making up the day the following week to maintain the consecutive-day requirement and the integrity of Placement.

CODE OF CONDUCT

PST/GSTs working in educational settings are bound by the relevant Codes of Conduct, which shape and guide the standards of practice required of teachers. The individual [State Regulatory Authorities](#) determine whether individuals working in schools are fit and suitable to teach. Any serious legal infringement may be reported to the regulatory authority, and, as a result, a teacher may be ineligible to teach in schools within that State.

CODE OF ETHICS

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

- [Queensland Teachers' Union](#)
- [Australian Early Childhood Association](#)
- [Queensland College of Teachers](#), or the chosen State's Regulatory Authority

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

PST/GSTs are required to familiarise themselves with existing codes and discuss ethical issues with their supervising teachers. The QCT Code of Ethics, the JCU Student Code of Conduct, and the Early Childhood Australia Code of Ethics (ECE) provide important guidelines on the professional conduct expected of PST/GSTs during Professional Experience.

The following is a summary of some of the major relevant areas covered in existing codes and an extension to a consideration of the specific context for PST/GSTs:

- The primary professional responsibility of the PST/GST is to value and promote all learners' education, safety, and well-being.
- Share the host schools/centres' commitment to parents and families of all learners.
- Strive to support and assist teaching colleagues, including other PST or GSTs and supervising teachers,

and behave in ways that help build trusting, collaborative relationships.

- Behave in educational and wider communities in ways that promote and enhance the status of the teaching profession.
- While appointed to schools or centres for Professional Experience, strive to observe the commitments to the policies and rules of that school or centre.

PST/GSTs should strive to conduct themselves in ways that promote and enhance the partnerships between JCU and the schools and centres that support Professional Experience.



ELIGIBILITY TO UNDERTAKE A PLACEMENT

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 a **physical** Blue Card or Exemption card to start work or volunteer 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.

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

SUITABILITY FOR PLACEMENT

James Cook University has a duty of care to its staff, students and placement agencies. The University seeks to ensure that students who undertake prescribed professional experience are not only academically prepared but also emotionally, behaviourally, and ethically prepared for the demands of placements. Please refer to the disciplinary actions outlined in the JCU Policy. The [Review of a student's suitability to continue in a course involving a Placement](#) may include consideration of any of the following:

- physical or mental health, where this may:
 - significantly restrict the ability of a student to comply with the occupational requirements of the occupation for which the course of study will academically qualify the student; or
 - put the health and safety of other persons in the workplace at risk, or
 - put public health at risk,
- interpersonal skills,
- criminal behaviour,
- behaviour contrary to the relevant professional ethical requirements,
- behaviour contrary to relevant policies of the University or placement agency, or both,
- ability to undertake prescribed requirements of placements or professional activities,
- actions (verbal or non-verbal) which demonstrate a risk that a student may cause harm to or disruption of the activities of University staff, students, placement agencies or persons connected with placement agencies.

RURAL AND REMOTE PLACEMENTS

James Cook University is committed to providing Preservice Teachers with opportunities to experience placements beyond the Townsville and Cairns regions, including rural and remote locations. These experiences are invaluable for developing adaptability and understanding diverse educational contexts. Eligibility for such placements will **depend on the availability of suitable accommodation**. We greatly value the support of schools in these areas and warmly welcome partnerships to host preservice teachers with assisted accommodation. Your collaboration helps us ensure high-quality learning experiences while strengthening connections between communities and future educators.

PLACEMENT ASSESSMENT

The Australian Professional Standards are mapped across each of the Bachelor of Education and Master of Teaching and Learning courses to be taught, practised, and assessed. The PST/GST's learning and development of these professional practices are demonstrated by the impact on student learning and by professional reflections on the PST/GST's contributions to the classroom and the wider school community. The placements provide opportunities for Preservice and Graduate Student Teachers to enact each Standard in an authentic assessment setting. A Site-Based Teacher's written **constructive feedback** on the Placement Reports provides valuable comments for PST/GST for their development and 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



ASSESSING PROFESSIONAL EXPERIENCE

The Australian Professional Standards for Teachers are used as the descriptors in all Placement reports. Each descriptor illustrates what this should look like at the appropriate level of development throughout the course. An overview table of this progression is provided in [JCU Online Professional Experience Resource Portfolio](#)

- Bachelor of Education (Early Childhood Education) Professional Experience Progression
- Bachelor of Education (Primary) Professional Experience Progression
- Bachelor of Education (Secondary) Professional Experience Progression
- Master of Teaching and Learning (Secondary) Professional Experience Progression

COMPLETION OF REQUIRED PLACEMENT DAYS

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

MANDATORY ATTENDANCE - PROFESSIONAL EXPERIENCE WORKSHOPS

A condition of the **Professional Experience Partnership Agreement** between the Department of Education, Queensland (DoE), Independent Schools Queensland (ISQ), Queensland Catholic Education Commission (QCEC) and James Cook University is to ensure Preservice and Graduate Student Teachers are prepared to undertake Professional Experience. Therefore, PST/GSTs are required to attend the Mandatory Professional Experience Workshops.

Each subject with embedded Professional Experience includes a series of Professional Experience Online Workshops to provide appropriate, contextualised support for Preservice and Graduate Student Teachers to engage successfully in the placement program. The University seeks to ensure that students undertaking prescribed professional placements are not only academically prepared but also emotionally, behaviourally, and ethically prepared for the demands of these placements; therefore, **attendance** at all Professional Experience Online Workshops is **mandatory**.

EVIDENCE OF DEVELOPMENT

To support the Site-Based Teacher Educator in deciding a Preservice and Graduate Student Teacher's competency, we encourage the use of:

1. The suggested professional dialogues
2. The specific placement's suggested evidence-based portfolios of annotated artefacts
3. The [QCT Evidence Guide](#) as a source of **examples** of evidence the PST and GST can display to demonstrate each Standard at Engagement Level and Achievement Level for the *Final Professional Experience*.

In making this formal evaluation, Site-Based Teacher Educators will take into consideration the following:

Site-Based Teacher Educators	Preservice Teacher
When making the formal evaluation, take the following steps into consideration	Regularly discuss practice and self-appraisal to ensure ongoing development
<ul style="list-style-type: none"> • QCT Evidence Guide for Supervising Teachers ('Engagement' or 'Achievement' level) • PST's daily engagement • PST's evidence curated in their Professional Experience Evidence-Based Portfolio • Professional dialogue of practice and professional learning during placement 	<ul style="list-style-type: none"> • Curated evidence of practice using the Professional Experience Evidence-Based Portfolio • Key strengths, areas of concern and suggestions for continued development toward Graduate Level • Specific feedback on the area of specialisation

Assessment Ratings	
Graduate Standard Achievement Level (Final Professional Experience)	Demonstrated by independently being able to link/ design/source ... is consistently able to ... is fully aware of, applies ... actively seeks ... participates fully ... frequently initiates ...
Developing towards the Graduate Standard at an Engagement Level How does the PST/GST demonstrate engagement with the Graduate Standards?	Demonstrated with some advice and support , is able to link/ design/source ... is usually able to ... is aware of, understands, has some capacity ... is often prepared to ... initiates some ...
Not Developing Towards Graduate Level at Engagement or Achievement Level	Little or no evidence of knowledge, practice and engagement of awareness that meet the assessed descriptors

The placement success criteria table below provides a developmental continuum to help SBTEs assess preservice teachers' growth throughout the program. This continuum aligns with AITSL's definitions of engagement and illustrates the progression of knowledge, skills, and professional identity from foundational to Graduate achievement level. By distinguishing expectations across year levels and placement stages, the rubric enables SBTEs to make informed judgments about a PST's readiness, engagement, and capacity to apply evidence-informed practice within increasingly complex teaching contexts.

PROGRESSION IN MEETING GRADUATE STANDARDS – ENGAGEMENT TO ACHIEVEMENT

Success Indicators 1 st Year Undergraduate	Success Indicators 2 nd Year Undergraduate	Success Indicators 3 rd Year Undergraduate	Success Indicators 4 th Year Undergraduate
1 st Placement -Post-Graduate	2 nd Placement - Post-Graduate	Final - Post-Graduate	
<p style="text-align: center;">Engagement</p> <p>Preservice teachers are emerging as reflective practitioners, beginning to shape a professional identity grounded in the teacher’s code of ethics and the professional boundaries that govern educational practice. They are developing foundational insights into learner readiness and the factors that influence engagement and achievement, fostering awareness of how these elements affect learning outcomes.</p>	<p style="text-align: center;">Engagement</p> <p>Preservice teachers focus on developing an understanding of students’ diverse characteristics to plan engaging learning; enact lesson sequences using explicit teaching, modelling, and scaffolding; collect and use evidence to monitor progress and inform next steps; build pedagogical content knowledge in reading and their specialisation; and commence the implementing of proactive Tier 1 classroom management to create positive, inclusive learning environments.</p>	<p style="text-align: center;">Engagement</p> <p>Preservice teachers focus on using a range of data to inform and appraise their practice. By the end of the third year, preservice teachers demonstrate stronger reflective thinking by analysing why specific outcomes occurred and articulating the informed reasoning behind these observations. Furthermore, they propose thoughtful, evidence-based strategies for improvement, drawing on their own reflective insights to inform future actions.</p>	<p style="text-align: center;">Achievement</p> <p style="text-align: center;">Final Placement – Graduate Level</p> <p>Final-year preservice teachers demonstrate the capacity to synthesise and apply advanced knowledge and skills within complex classroom and community contexts. They are classroom-ready and can draw on theoretical understanding to make informed, effective decisions that enhance teaching and learning. They commence the teaching phase to develop their proficiency.</p>
<ul style="list-style-type: none"> • with scaffolded support, is beginning to recognise to link/design/source... • at times, with guidance, is somewhat able to... • is starting to show awareness of and has a basic understanding ... • requires frequent prompts to seek and reflect... • has limited capacity to... • is still developing the confidence to be prepared to... • is still developing the confidence to attempt to take the initiative... 	<ul style="list-style-type: none"> • with advice and support, is beginning to link/design/source ... • at times with guidance able to ... • is aware of, understands, but still to show application ... • often requires prompts to seek and reflect • has some capacity ... • is occasionally prepared to ... • requires some prompts to take the initiative... 	<ul style="list-style-type: none"> • with minimal advice and support, is able to link/design/source ... • is predominately able to ... • is aware of, understands and attempts to apply ... • requires occasional prompts to seek and reflect ... • has strong capacity ... • is prepared to with guidance ... • often initiates ... 	<ul style="list-style-type: none"> • is independently able to link/design/source ... • is consistently able to ... • is fully aware of, applies ... • actively seeks ... • participates fully ... • is prepared to independently ... • frequently initiates ...

EVIDENCE-BASED PLACEMENT PORTFOLIO

As part of the PST/GST's learning during a placement, they are required to compile a Portfolio of annotated artefacts that represents their learning. The folio's **purpose** is to document

- 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 *Impact For* and *Impact Of* student learning, as well as ways to improve teaching.

The requirement to create a portfolio also prepares PST/GSTs for the rigour of documenting and annotating evidence to progress from a Graduate Teacher to a Proficient Teacher during their early career phase, and for future career progression.

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 which folio format to use, digital or hard-cover folder. The structure of the Portfolio aligns with the three (3) teaching domains and seven (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. It is also a document to **support moderation** for a pass or failed placement. The Site-Based Educator must sign the Report, confirming that the PST/GST has sighted the folio artefacts and had ongoing discussions about them throughout the placement.

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

If the Professional Experience Report does not indicate that the PST/GST has developed their portfolio and discussed the artefacts of evidence within the portfolio, as per the Report, the PST/GST will be required to present the Portfolio in its entirety to the Professional Experience Academic Coordinator, as it is a requirement of the Placement.

ETHICAL COLLECTION OF DATA

To support the alignment of theory and practice when completing subject assessments, Preservice and Graduate Student Teachers are required to collect, record, and analyse a variety of student data and evidence sources in accordance with ethical, legislative, and regulatory requirements.

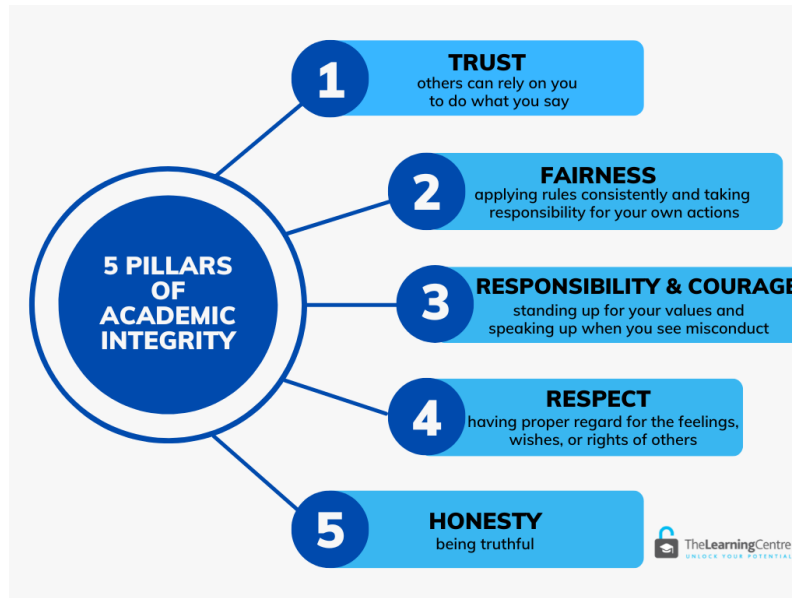
They are required to de-identify **any collect** artefact. Preservice and Graduate Student Teachers are advised to comply with the school or centre's policies on learning documentation. Request clarification is provided by JCU's Data Declaration Forms and the ECE Centre's/Parental Permission to Observe for PST/GST, to be shared with schools and centres.

Pre-service teachers will need to collect samples of learners' work during their placements in order to demonstrate their impact on learning. They must **comply with privacy and confidentiality requirements** when collecting evidence. A key ethical principle for the teaching profession is to ensure student confidentiality. Pre-service teachers must de-identify evidence of learners' work.

ACADEMIC INTEGRITY

To many professions, acting with integrity is a non-negotiable value. Similarly, universities expect their students to act with academic integrity as they complete their degrees.

Academic integrity is the expectation that students and all other members of the academic community act with honesty, trust, fairness, respect and responsibility.



Breaching academic integrity is known as 'academic misconduct' or 'academic dishonesty'.

Academic misconduct encompasses a range of unethical behaviours that undermine the principles of honesty and integrity in academic settings, including placements, internships, and work-integrated learning. These behaviours include plagiarism, contract cheating, collusion, cheating in exams or quizzes, and falsification.

More information about Academic Integrity

- [JCU Student Academic Integrity Page](#)
- [Tertiary Education Quality and Standards Agency \(TEQSA\) Academic Integrity Information](#)

If a school or Site-Based Teacher Educator, while supervising a JCU Preservice or Graduate Student Teacher on placement, suspects the engagement of academically dishonest behaviours, they are asked to contact the Professional Experience Academic Coordinator in the first instance to discuss their suspicions.

FAILED PLACEMENT

We value and respect the **professional judgment** of Site-Based Teacher Educators and Site Coordinators in assessing preservice teachers' performance against the designated Australian Professional Standards during placement. Your expertise and insights are critical in guiding preservice teachers toward success.

To maintain fairness and consistency across all placements, the **At-Risk process** provides a structured framework for moderation and support. This process ensures that concerns are addressed collaboratively, with input from the supervising teacher, the preservice teacher, and the university.

Early identification and transparent communication enable timely interventions that uphold professional standards and support the preservice teacher's development.

GRADUATE TEACHER PERFORMANCE ASSESSMENT (GTPA)

The [GTPA](#) is a culminating, **Critical Task**. It is a summative assessment based on the final-year Professional Experience of Preservice and Graduate Student Teachers. It is designed to enable PST/GSTs to demonstrate the ability to triangulate their chosen, evidence-informed pedagogical practice with policy and theory, and to appraise the impact of the full teaching practice cycle. It is a requirement in the final Professional Experience. PST/GSTs must submit the GTPA to the University 2 weeks after completing the scheduled Final Placement date for grading.

MANDATORY INTENSIVE ORIENTATION PROGRAM

A post-admission requirement in the Bachelor of Education programs requires undergraduates to complete the Intensive Orientation Program (a core component of the Bachelor of Education). It is a requirement that all Preservice Teachers participate in the Mixed-Mode-delivered Program during the **final year of the program (ED4490)**. Attendance at all sessions is required to pass ED4490.

LITERACY AND NUMERACY FOR INITIAL TEACHER EDUCATION (LANTITE)

Demonstrating initial teacher education students' personal literacy and numeracy skills is a condition for graduation. Therefore, the successful completion of the [Literacy and Numeracy Test for Initial Teacher Education](#) (LANTITE) is an expected requirement of the Australian Ministers for Education for all graduates. As a course completion requirement, all students enrolled in an initial teacher education course (undergraduate or postgraduate) must pass the test.



PROCESSES FOR WORK HEALTH & SAFETY

STUDENT IDENTIFICATION

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

INDUCTION

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

To **avoid being At Risk of failing a placement** due to not being aware of your professional responsibilities and placement learning tasks, the PST/GST are required to:

- Attend all JCU Professional Experience Workshops assigned to the Placement Subject
- Initiate communication with the school upon confirmation of your school or centre
- Attend the designated school/centre's Induction meeting prior to the commencement of the placement
- Discuss and be able to explain with the Site Coordinators and Site-Based Teacher Educators the Placement Goals, Daily and/or Weekly Learning Placement Tasks, Assessment/Portfolio requirements, and Placement Reports.

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

The Induction Document acknowledges the variance in how the Partnership Hosts present the Induction. The PEAC recommends that the Induction be conducted on-site, in a face-to-face format.

***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 in who is responsible for specific content, but recommends the following best practice to ensure that the endorsed induction topics are presented effectively. These are common features of successful induction programs and should be completed before commencement or on the first day of placement.

SITE COORDINATOR	SITE-BASED TEACHER EDUCATOR
<ul style="list-style-type: none"> • School organisational and leadership structure • Key contact information and communication channels • Support timeline expectations, e.g., school IT access and touch point support times • Professional Orientation – e.g., staff/school handbook, school map, duty of care, playground duties, lesson times, absence, disconnect policy (APST 4.4) • Dress code and school-specific appearance standards (APST 7.1, 7.2) • Support JCU in reinforcing the Professional Boundaries and Code of Ethics for Teachers (APST 7.1) • Student protection and compliance (APST 7.1) • School behaviour management policy and framework • School arrival and departure processes, including emergency evacuation/lockdown/hazards procedures (APST 7.1, 7.2) • Staff meeting and professional development times (APST 6.2) • IT access and support, e.g., QLearn or System Access Form (APST 3.4, 4.5) • Other school/site-specific expectations 	<ul style="list-style-type: none"> • Expectations regarding placement goals, weekly learning tasks, assessment and Evidence-Based portfolio requirements • Expectations regarding professional interactions and classroom practices, including the Pedagogical framework, lesson plan details and formatting, and submission deadlines for feedback (APST 2.2, 2.3) • Arrival, departure, cohort meetings, reflective practice discussion times (APST 4.2, 6.2, 7.2) • Classroom Universal, Targeted and Intensive Intervention support (APST 4.1, 4.2, 4.3, 4.4, 7.2) • Classroom Professional Practices and work demand of a sustained practice of the profession, e.g., consistent supervision for student engagement and confidentiality (APST 6.3) • Photocopying provisions and access to resource support (APST 3.4, 4.5) • Expectations regarding student and parental communication channels

The JCU Induction Document also includes an Exemplar Induction Guide, available on the **JCU Professional Experience Portfolio**. PST/GSTs may be required to sign off on their understanding of these school/centre policies. Some sites may require PSTs to complete additional health and safety training.

RIGHT TO DISCONNECT

JCU Preservice and Graduate Student Teachers are asked to be mindful of teachers' right to disconnect by avoiding sending emails to the Site-Based Teacher outside standard working hours and by not expecting immediate responses. They are encouraged to **schedule** emails to be sent within work hours. Respecting this principle helps maintain professional boundaries and supports staff wellbeing.

CONTACT DETAILS

PST/GSTs must provide the host school or centre with relevant health and safety contact details.

PROCESSES FOR STUDENT PLACEMENT SUPPORT

STUDENT WELL-BEING

If a school suspects a PST/GST is having difficulty with Placement due to mental well-being concerns or has concerns about a student, we ask, as a Duty of Care, that an At-Risk Notification be submitted. JCU offers a professional, confidential, and free counselling service. Professional Experience can be stressful for several reasons. Reducing stress during those times is a key goal for the counselling staff.

PLACEMENT SUPPORT

Intent

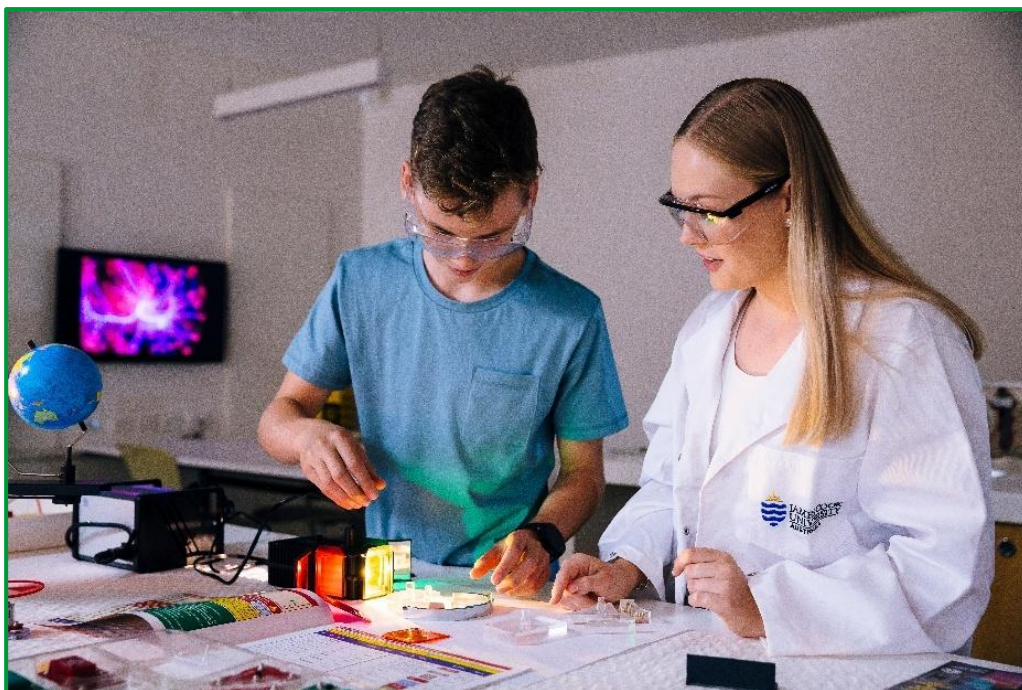
This procedure aligns appropriate, contextualised support strategies, in accordance with the Support for Students Policy and the [Academic Progression Policy](#), for identified At-Risk Preservice Teachers who may not meet the requirements of Professional Experience Placements.

Principles

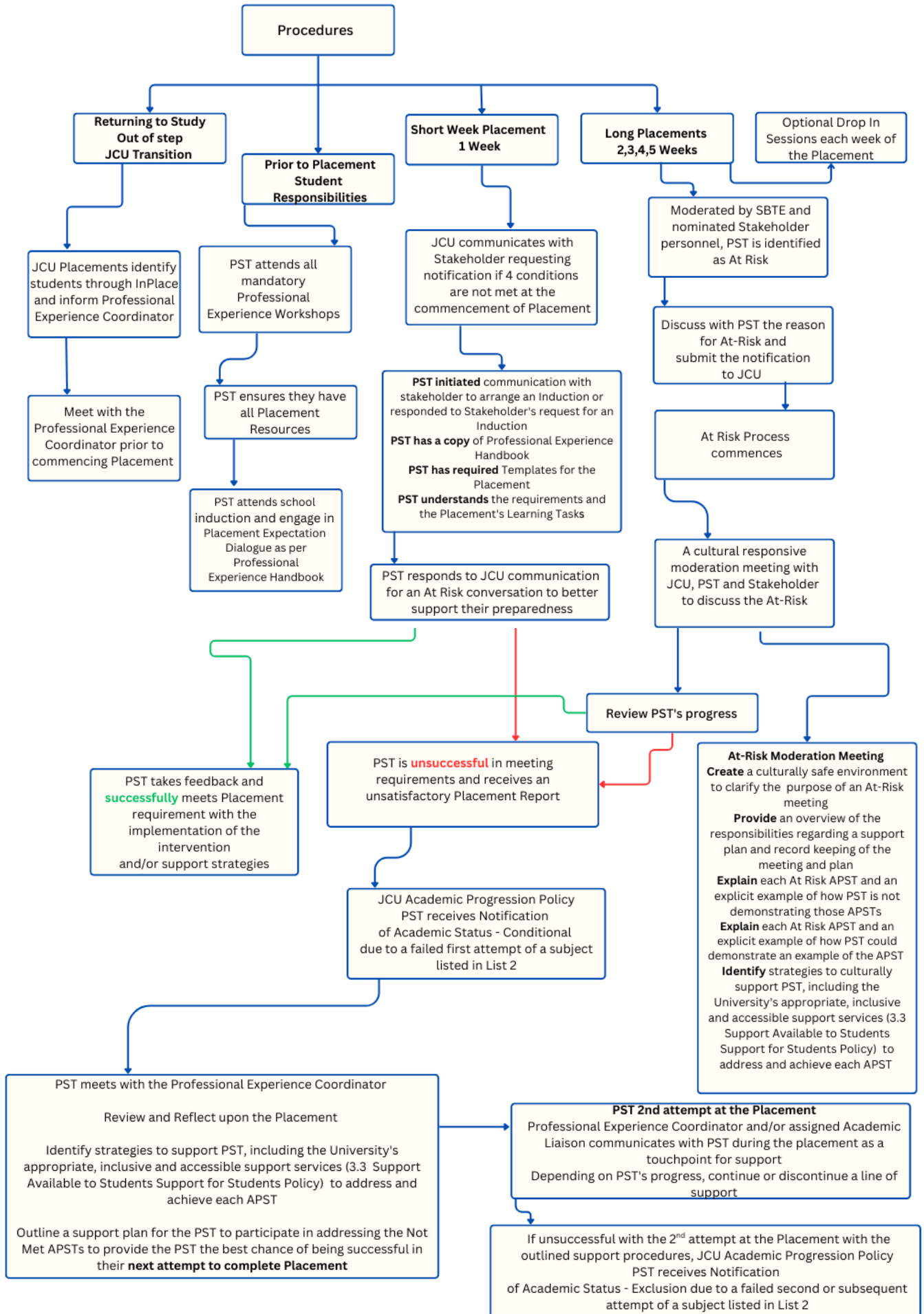
- The University is responsible for monitoring students who are placed at risk during a Professional Experience Placement, or who have failed a Professional Experience Placement
- The University is responsible for offering support to help the student meet their Award Requirements
- In its approach to identifying and supporting students not achieving academic progression requirements, the University will adhere to the principles of procedural fairness and be equitable, consistent, transparent, respectful of privacy and timely.

Support Procedures

The following Flow Chart outlines the support for Preservice teachers undertaking a Placement. It summarises the actions the University take to systematically prepare, monitor, record, and respond to a student's attempt and/or failure to achieve a satisfactory Placement report to meet the assessed Placement Australian Professional Standards.



PROFESSIONAL SUPPORT FOR STUDENTS FLOW CHART



ACHIEVING A SUCCESSFUL OUTCOME IN PROFESSIONAL EXPERIENCE

To support the PST/GST's success in professional experience, JCU provide the PST/GSTs responsibilities, clear guidance and resources to help them meet all required standards. By engaging with the feedback and support offered throughout your placement, PST/GST can develop the skills and competencies necessary for a positive and rewarding experience.

SCHOOL DROP-IN SESSIONS

JCU supports and facilitates an effective partnership to enhance the placement's quality and success by offering online sessions that foster regular communication among all stakeholders.

JCU offers an optional 1-hour online Drop-In Support Session for both SCs and SBTEs to support high-quality placement experiences by having

- Mutual understanding of placement requirements and progression of learning
- Clarification of placement requirements and resources
- General expectations regarding the assessment of PST and reporting of PST's development at either the Engagement or Achievement Level
- Knowledge of JCU Professional Experience Program

Stakeholders may drop in at any time within the hour to speak with the Professional Experience Coordinator in preparation for hosting a PST/GST.

AT-RISK

The 6 Step At-Risk process is designed to alert the PST and JCU to areas of concern identified by the SBTE and SC. The At-Risk process should be used in any of the following circumstances:

- Where the PST has **not taken full responsibility to prepare** for the Placement and met the **Placement Conditions**
- 1 Week Placement – If a PST/GST does not take responsible for being fully prepared for their Placement, they place themselves at **official risk as an inherent consequence** of not fulfilling their professional responsibilities
- If a PST/GST chooses **not to engage in their responsibilities & JCU communication**, they assume the risk that an **unsuccessful placement is a possibility**
- Where the SBTE and SC believe the PST could, with additional effort and attention, work to demonstrate competence in all criteria required in the Professional Experience
- Where the PST is failing to respond effectively to feedback provided by the SBTE and SC
- Where the SBTE and SC believe that intervention from JCU would assist the PST

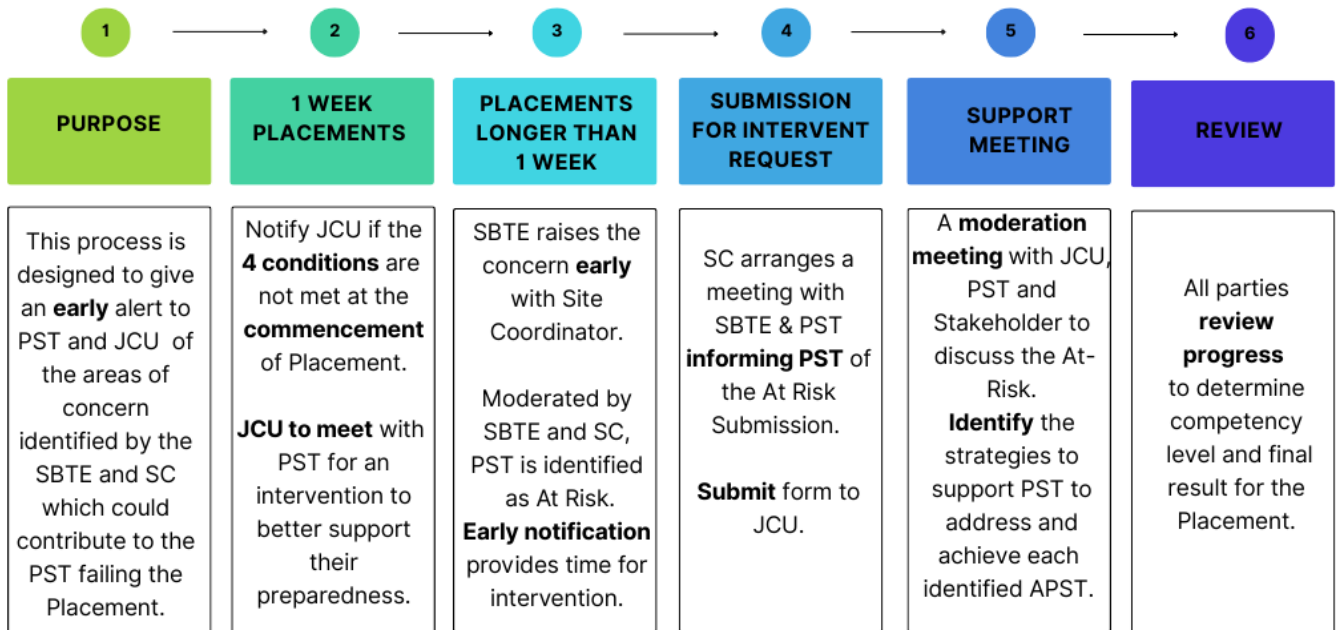
The At-Risk process (and report) should be initiated as early as possible. This action allows time for intervention.

On receipt of the At-Risk Notification Report

- Student Placements Team contacts the Professional Experience Academic Coordinator
- Contact is made with SC to discuss the concerns
- Based on conversations, an arrangement is made for either the PEAC or the Academic Liaison to visit to support the PST and the Supervising Teacher
- In collaboration, the JCU Team, school and PST develop an action plan of support that serves the best interest of all parties, including a time for review
- At-Risk Form can be found in the [JCU Professional Experience Resource Portfolio](#)

The above [Professional Support for Students Flow Chart](#) outlines the process for supporting all stakeholders for both short (1-week) and long Placements.

School Request for an At-Risk Notification Report - Early Intervention



Placement Conditions

1. PST **initiates** communication with the stakeholder to arrange an Induction or **responds** to the Stakeholder's request for an Induction
2. PST has a copy of the Professional Experience Handbook
3. PST has the required Templates for the Placement
4. PST understands the requirements and the Placement's Learning Tasks

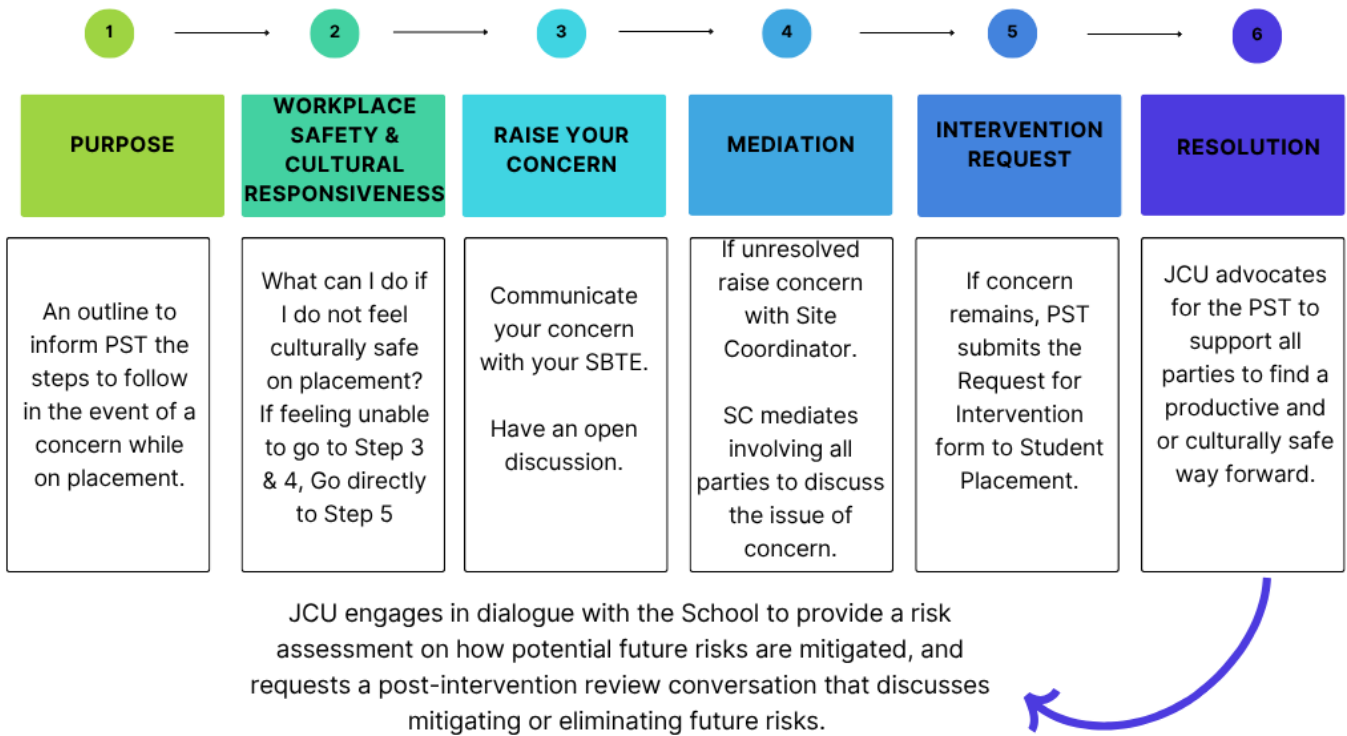
REQUEST FOR INTERVENTION

Whilst on Professional Experience, processes are in place to support the PST or GST. Support is provided by the Professional Experience Academic Coordinator or the assigned Academic Liaison (for final-year students).

The 'Request for Intervention' is a 6-step process designed for Preservice and Graduate Student Teachers to trigger a response from the Student Placement Team at JCU requesting support during a Placement.

If necessary, the Professional Experience Academic Coordinator or Academic Liaison will visit the school to discuss the matter with the parties concerned. To discuss the **learning requirements** for Professional Experience, the Professional Experience Academic Coordinator is the PST/GST's first point of contact.

Guidelines to Request Intervention



ACADEMIC LIAISON

The Professional Experience Academic Coordinator oversees the JCU Professional Experience Pathway program and supports PST/GSTs, Site-Based Teacher Educators, Site Coordinators and all partners in the Professional Experience process.

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 during the final Professional Experience
- 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 moderate and discuss progress towards the Graduate Level
- View and discuss the PST/G **Evidence-Based Portfolio** of annotated artefacts to support **moderation** of PST/GST meeting Graduate Level against the QPERF Report
- Discuss and review any concerns concerning the progress towards the Graduate Level
- Inform the Professional Experience Academic Coordinator if an At-Risk Notification is required

PROCESSES REGARDING LEGAL RIGHTS AND RESPONSIBILITIES

FAILING TO PRESENT FOR PLACEMENT

A school is asked, under Duty of Care, to notify JCU if a PST/GST fails to present for the commencement of placement without prior notice.

CONCERNS AND COMPLAINTS

If there are confidentiality or ethical issues related to the PST/GST, Site Coordinators are urged to contact the Professional Experience Academic Coordinator or leave a specific message on 07 4781 5424, indicating whether the matter **requires urgent attention**.

If at any time a Preservice or Graduate Student Teacher's circumstance changes with regard 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.

SOCIAL MEDIA CONDUCT

Pre-service and Graduate Student teachers must adhere to the sector's Social Media requirements. Do not post confidential school information or photos of teachers, children, or young people on social media, as this does not align with the Code of Conduct for the relevant education departments and/or early childhood centres.

On social media networks, the lines between public and private, personal and professional can be blurred, so students and affiliates must be aware that what is intended to be said in a personal capacity may be linked to or associated with the University and School/Centre in which they are undertaking a Placement.

The expectations stated in the [JCU Social Media Policy](#) apply to the use of personal Social Media where there is an identifiable connection with the University. Attending Placement is an identifiable connection to the University.

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 numerous legal considerations. PST/GSTs are strongly encouraged to consult very closely with the Site-Based Teacher Educators to become familiar with the legal requirements that affect teachers' work. Seek advice from Site Coordinators during induction meetings on the relevant acts of legislation.

DUTY OF CARE

Supervising teachers have a legal responsibility for the physical and intellectual well-being of students in their classes. However, should harm come to any student through negligence or poor judgment on the part of any PST/GST, 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.

PST/GSTs should always know the whereabouts of the supervising Site-Based Teacher Educator and be able to call for immediate support if necessary. The exercise of professional judgement is essential at all times and is guided by the Site-Based Teacher Educator.

INSURANCE

JCU provides coverage under several [insurance policies](#) for enrolled students undertaking approved course-required placements. Insurance cover is automatic.

What is not covered:

- Any activity that is not related to a placement, e.g., participating in an extreme sport.
- Personal property. If you wish to arrange coverage for personal items, such as your computer, 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, has current registration, and is insured. If driving a vehicle provided by the placement provider, students must be aware of any driver restrictions and/or additional excesses related to age 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.
- Preservice Teachers are urged to arrange their own cover for any personal items, should they deem it necessary.

APPLICABLE INSURANCES

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

If a PST/GST is involved in an incident that may result in a claim during placement, they must notify both the School Site Coordinator and the Student Placement Team as soon as possible.

INJURY ON PLACEMENT

If a PST/GST is injured during a placement, they are advised to seek medical assistance, report the injury to their Site-Based Teacher and Site Coordinator, and comply with the school or Centre's policies and procedures regarding incidents and injuries. Complete an accident report form at the school or centre; notify the Student Placement Team as soon as possible.

LEGAL RESPONSIBILITY

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

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

Under the State Education Act, the legal responsibility for students' duty of care lies with the Principal. Accordingly, during periods of Professional Experience, the Principal is the person to whom the PST/GSTs are ultimately responsible.

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

- **Preventative action** - Teachers (and PST/GSTs) must 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. PST/GST is also responsible for providing full supervision of the children or students they teach.
- **Documentation and reporting** - Whenever an incident occurs where a child has been injured, become ill, or is involved in some potentially serious incident of misbehaviour, PST/GSTs should take great care to report the incident immediately to the SBTE and administrators in the school/centre as appropriate. Write an account of the incident with detailed attention to time, place, and others present.
- **Confidentiality and non-discrimination** - In writing such reports and in all spoken and written commentary about Professional Experience, act with professional ethics of confidentiality and non-discrimination.
- **Corporal Punishment** – At the beginning of the 1995 school year, corporal punishment in Queensland State Schools was **abolished** and is prohibited in most other schools. The Student Placements Team and JCU strongly condemn any wilful act of harm committed by a PST/GST against any student in their care. We strongly support the view that teaching is a moral and ethical endeavour with a primary commitment to the education, safety, and well-being of all children.

EARLY CHILDHOOD PHOTOS

Preservice Teachers **must adhere to the Centre's policies and procedures** for documenting children's development.

RELATIONSHIP WITH STUDENTS

Teachers are recognised as having a significant duty of care for all students. The relationships established with students must be based on respect and trust, with the student's best interests being prioritised above all else. It is **NEVER** appropriate for PST/GSTs to engage in a **personal relationship** with a student, even after the Professional Experience has been completed. PST/GSTs unsure how to act or respond in a particular situation should immediately **consult** their Site Coordinator or the Professional Experience Academic Coordinator.

STUDENT DISCLOSURE

To support PST/GST in understanding all school/centre processes related to mandatory reporting requirements, this knowledge must be shared during Induction.



ESSENTIAL INFORMATION – FREQUENTLY ASKED QUESTIONS

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 **meeting the requirements** of the accredited program while enrolled.

A period of PTT will not exempt a pre-service teacher from completing a fully [supervised](#) assessable placement.

Guiding Principle: The Australian Professional Standards for Teachers at the Graduate career stage underpin the accreditation of JCU's four programs: Bachelor of Education (Early Childhood Education), Bachelor of Education (Primary), Bachelor of Education (Secondary), and Master of Teaching and Learning (Secondary). It is a fundamental principle that these programs are accredited on the basis that graduates are **fully supervised by subject specialists and assessed** to avoid a [conflict of interest](#), ensuring they meet the AITSL Graduate Teacher Standards.

Students who are granted a PTT must still meet all course requirements, including Placements, as part of the accredited program in which they are enrolled. JCU suggests that 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
- Program of support to manage PST/GST's engagement in study and professional workloads
- Required attendance at all Mandatory Workshops for any specific subject and Professional Experience
- Remaining scheduled Professional Experience during the PTT period

At JCU, there is a designated PTT Coordinator. Preservice and Graduate Student Teachers are encouraged to arrange a meeting for an open, transparent dialogue as follows:

- 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 course requirements while teaching under a PTT
- Information about how the PST/GST intends to manage both a study and teaching load upon application approval

SCHOOL COMMUNICATION

When emailing a school or centre, maintain a professional tone and follow clear email etiquette. PST/GSTs are advised to include a complete email signature.

Name: Carl Conch

HEI: James Cook University (Identify the University as schools get students from all Universities)

Campus: Cairns/Townsville/JCU Online

Student ID: 123456

Course: Bachelor of Education (Secondary)

T: 0438 333 333 (Optional but very handy for the school to make quick contact if required)

Email Subject Line Suggestion: JCU Preservice Teacher Commencing Placement 12th March

PST/GSTs are required to commence communication **upon their school/centre confirmation** to introduce themselves and confirm details. They are advised to initiate communication regarding their initial placement and upon returning to the school for the second placement.

LEAVING EARLY FROM PLACEMENT

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

STUDENT FREE/PROFESSIONAL DEVELOPMENT DAY DURING PLACEMENT

Attendance is required if the schools/centres have a student-free/pupil-free/professional development day during the placement. This day is considered part of the Placement and counts toward the required placement days. If the school/centre staff are required to attend the day, so is the PST/GST.

PUBLIC HOLIDAY DURING PLACEMENT

In the event of a Public Holiday or a local gazetted holiday, e.g. Show Holiday, falling **during** the practicum period, PST/GSTs are required to make up the day, aligning it as closely as possible with the placement structure of consecutive days to meet the full required number of placement days. **Note:** The make-up day should be scheduled to avoid clashes with lectures or tutorials listed in the JCU Timetable.

DRESS CODE FOR PLACEMENT

JCU acknowledge that each school and centre will have its own specific dress code policy, including appropriate footwear and sun-safe protective clothing. Address the school's dress code for Teachers during the Placement Induction meeting.

The following notice is provided to PST/GSTs as a guide.

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

For Department of Education schools, there is no departmental policy regarding tattoos or piercings. Jewellery may pose a hazard during certain activities. There is no requirement to cover tattoos unless they are offensive or inappropriate.

Independent, Catholic, and Private schools may have specific standards regarding the requirement to cover tattoos.

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

JCU POLO EDUCATION SHIRT

Preservice teachers may choose to wear the JCU Education polo shirt during their professional experience placement to present a professional, identifiable appearance. This option is provided to support a sense of belonging and visibility as a JCU representative within the school community. PST/GST are required to confirm whether Polo complies with school policy.

MOBILE PHONES

Preservice teachers are not permitted to use mobile phones while engaging in classroom responsibilities during placement unless explicitly authorised by the supervising teacher for placement-related activities. Where an emergency contact is required, prior approval must be obtained from the supervising teacher or site coordinator.

SCHOOL CAMPS

School camps are an integral part of school life and may contribute to professional experience. Preservice teachers may attend a camp provided that participation does not **compromise the integrity** of the placement requirements or the achievement of assessed professional standards. Attendance should support the preservice teacher's learning goals and contribute meaningfully to their professional development.

SITE-BASED TEACHER EDUCATOR ABSENT

If the SBTE is absent during placement, the designate Relief Teacher is eligible to supervise the PST/GST. It is seen as an opportunity to **gain feedback** from another's perspective.

The relief teacher is eligible to sign the Record of the PST/GST's attendance.

PARTNERSHIP DOCUMENTATION REQUIREMENTS

PROFESSIONAL EXPERIENCE REPORTS

To support the assessment processes and JCU's commitment to academic integrity, we ask that all Reports be returned **ONLY** by Site Coordinators. The Digital Report must be submitted to the Student Placement Team via email at placements@jcu.edu.au. The Report is due within 5 days of Placement completion to support Preservice Teachers' subject progression.

Site Coordinators are asked to ensure that all Reports are fully completed and signed by **all** parties. **When submitting the Report to JCU, include the PST/GST in the email distribution.**

PROFESSIONAL EXPERIENCE TEMPLATES

For each Placement, PST/GSTs receive relevant support materials, including observation and lesson plan templates. These templates provide PST/GST with a lens to focus and record their observations, prompting reflective practice and professional dialogue to support effective learning.

PAY CLAIMS

Supervising teachers and Coordinators claim for hosting Preservice and Graduate Student Teachers. The Claim for [Payment form](#) includes instructions, a Tax File Declaration, and a QSuper form.

The Payment Rates are listed below:

- Supervision Payment Rate: \$7.73 per hour (max \$38.66 per day) from 1st Jan 2024.
- Site Coordinator Days Rate: \$1.64 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	Claiming Days	Hours
1st year	ED1421	ECE, Primary & Secondary	5	25
	ED1439	ECE	10	50
	ED1492	ECE, Primary	5	25
	ED1491	Primary, Secondary	5	25
2nd year	ED2097	ECE	15	75
	ED2094	ECE	10	50
	ED2194	Primary	10	50
	ED2491	ECE, Primary & Secondary	5	25
	ED2492	Secondary	10	50
3rd year	ED3097	ECE	15	75
	ED3590	ECE	10	50
	ED3197	Primary	15	75
	ED3442	ECE, Primary & Secondary	5	25
	ED3297	Secondary	15	75
4th year	ED4486	ECE, Primary & Secondary	15	75
	ED4490	ECE, Primary & Secondary	25	125
MTL 1st year	ED5955	Secondary	15	75
		Integrated Coursework Days	5	25
	ED5965	Secondary	20	100
		Integrated Coursework Days	7	35
MTL 2nd year	ED5979	Integrated Coursework Days	8	40
		Secondary	25	125

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 \(GTPA\)](#)

