

# **PROFESSIONAL EXPERIENCE GUIDELINES**

School of Education and  
Professional Studies

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**General Information:** [www.griffith.edu.au/arts-education-law/school-education-professional-studies/professional-experience-placements](http://www.griffith.edu.au/arts-education-law/school-education-professional-studies/professional-experience-placements)

**Program Information:** For detailed information for all teacher education programs offered at Griffith University, please go to Griffith University program catalogue:  
<https://www148.griffith.edu.au/programs-courses/>

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## LESSON OBSERVATION NOTES

Pre-Service Teacher's Name: \_\_\_\_\_  
 Year Level/Class/Curriculum Area: \_\_\_\_\_  
 Lesson Observation Focus: \_\_\_\_\_  
 Observer name: \_\_\_\_\_ Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Lesson Setting/Context:**

**Observations:**

**Analysis of Observations:**

Tick the APST that demonstrate the focus for your observations	
<b>PROFESSIONAL KNOWLEDGE</b>	
<b>Standard 1: Know students and how they learn</b>	
	1. Demonstrate knowledge & understanding of physical, social & intellectual development & characteristics of students & how these may affect learning
	1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths & needs of students from diverse linguistic, cultural, religious & socioeconomic backgrounds
	1.5 Demonstrate knowledge & understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
<b>Standard 2: Know the content and how to teach it</b>	
	2.1 Demonstrate knowledge, & understanding of the concepts, substance & structure of the content & teaching strategies of the teaching area.
	2.2 Organise content into an effective learning & teaching sequence.
	2.3 Use curriculum, assessment & reporting knowledge to design learning sequences & lesson plans.
	2.4 Demonstrate broad knowledge of, understanding of & respect for Aboriginal & Torres Strait Islander histories,
	2.5 Know & understand literacy & numeracy teaching strategies & their application in teaching areas.
	2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
<b>PROFESSIONAL PRACTICE</b>	
<b>Standard 3: Plan for and implement effective teaching and learning</b>	
	3.1 Set learning goals that provide achievable challenges for students of varying abilities & characteristics.
	3.2 Plan lesson sequences using knowledge of student learning, content & effective teaching strategies.
	3.3 Include a range of teaching strategies.
	3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
	3.5 Demonstrate a range of verbal & non-verbal communication strategies to support student engagement.
<b>Standard 4: Create and maintain supportive and safe learning environments</b>	
	4.1 Identify strategies to support inclusive student participation & engagement in classroom activities.
	4.2 Demonstrate the capacity to organise classroom activities & provide clear directions.
	4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.
	4.4 Describe strategies that support students' wellbeing & safety working within school and/or system, curriculum & legislative requirements.
	4.5 Demonstrate an understanding of the relevant issues & the strategies available to support the safe, responsible & ethical use of ICT in learning & teaching.
<b>Standard 5: Assess, provide feedback and report on student learning</b>	
	5.1 Demonstrate understanding of assessment strategies, including informal & formal, diagnostic, formative & summative approaches to assess student learning.
	5.2 Demonstrate an understanding of the purpose of providing timely & appropriate feedback to students about their learning.
	5.3 Make consistent and comparable judgements
	5.4 Interpret student data
	5.5 Report on student achievement

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## Griffith Education Professional Experience - Introduction and Overview

Professional Experience (PEX) plays a vital role in Initial Teacher Education. It provides an invaluable opportunity for Preservice Teachers to develop knowledge and skills for working with students with a diverse range of learning needs and to experience a range of learning settings and contexts.

At Griffith University, the professional experience is also viewed as cross-sector partnership, where university staff work in close consultation with experienced, registered teachers and school teams, as well as other relevant stakeholders in the collaborative delivery of rich, relevant and accredited teacher education.

Professional experience design and implementation is guided by specific requirements for the accreditation of Initial Teacher Education (ITE) programs, as overseen by the Australian Institute for Teaching and School Leadership (AITSL). You can read about the key components of effective professional experience in ITE in Australia here: <https://www.aitsl.edu.au/tools-resources/resource/key-components-of-effective-professional-experience-in-initial-teacher-education-in-australia>

All professional experience courses and placements are designed to provide very specific learning and assessment requirements that in turn ensure that Preservice Teachers (PSTs) develop an appropriate level of knowledge and practice relevant to the *Australian Professional Standards for Teachers* (APST): <http://www.aitsl.edu.au/australian-professional-standards-for-teachers>

The materials in this document, the Griffith University Professional Experience Guidelines, reflect these recommendations as well as recent, peer-reviewed research on appropriate and effective professional experience design, delivery and assessment.

## Overall roles and responsibilities

The roles and responsibilities of participants in professional experience are drawn from the AITSL guidelines on PEX participant roles and responsibilities. A downloadable booklet *Professional Experience Participant Roles and Responsibilities* (AITSL) is available here: <https://www.aitsl.edu.au/tools-resources/resource/participant-roles-and-responsibilities-in-professional-experience>

The Professional Experience Participant Roles and Responsibilities booklet provides:

- an overview of professional experience and its role in initial teacher education programs,
- the importance of professional experience sites and the role that school culture and community plays in the learning experiences of Preservice Teachers,
- the role of Supervising Teachers,
- the role of Preservice Teachers,
- the role of Initial Teacher Education (ITE) providers (such as universities and other tertiary institutions).

Every professional experience placement has requirements specific to a particular course within one of the initial teacher education programs that Griffith has on offer. These requirements are detailed in the relevant course specific Professional Experience Handbook. Please refer to the current course handbook for details of the placement requirements and professional experience reporting criteria.

### Preservice Teacher - role and responsibilities

All professional experiences require that Preservice Teachers demonstrate appropriate levels of knowledge and practice relevant to the *Australian Professional Standards for Teachers* (APST) <http://www.aitsl.edu.au/australian-professional-standards-for-teachers>.

The professional experience (PEX) is an opportunity that requires the highest levels of professional presentation and behaviour from all Griffith Preservice Teachers. To be eligible to undertake PEX Preservice Teachers need to have met all of the requirements outlined in the Professional Experience Terms & Conditions (provided at the beginning of each academic year) and meet the tutorial attendance requirements for the relevant PEX course, as outlined in the PEX course profiles and the PEX Calendar.

As a representative of Griffith University, attending a potential future site of employment, Preservice Teachers are expected to:

- follow school procedures and Supervising Teacher/School Coordinator instructions at all times
- act professionally and respectfully towards all members of the school community
- become familiar with the school context, including school mission statements, pedagogical frameworks, school-wide behaviour management policies etc.
- meet the specific professional requirements that apply to all school staff, including:
  - dress code
  - working hours
  - ethical and professional behaviour
  - confidentiality
  - code of conduct
- participate in all activities that the Supervising Teacher is involved in, or as requested by or deemed appropriate by the School Coordinator, including:
  - planning or general staff meetings (before, during or after school)
  - rostered supervision duties (before, during or after school)
  - related school community activities (sports days, school-based community events etc.,
- become involved in the wider school context beyond the allocated classroom
- take a professional, responsible and responsive approach to learning in the workplace
- demonstrate a willingness to incorporate guidance, direction and feedback in all areas of professional knowledge, practice and professional competence
- maintain regular and responsive communication with the Supervising Teacher, Site Coordinator and University Liaison throughout the placement.





## Preservice Teacher - role and responsibilities

<b>Before the first visit</b>
<p>If directed, contact the School Coordinator of the assigned school. These details are found on SONIA, under the placement tab, red details button.</p> <p>Prepare a professional experience folder with relevant sections in readiness for the placement as outlined in these guidelines.</p> <p>Become familiar with the specific requirements of the relevant course and placement outlined in the course Professional Experience Handbook (PEX Handbook).</p>
<b>During weekly visits, lead-in days or block</b>
<p>Meet with and maintain regular communication with the allocated Griffith University Liaison (GL), as directed, or required.</p> <p>Complete observation, planning, and reflection activities as outlined in these guidelines and the PEX Handbook.</p> <p>Complete teaching requirements as detailed in the PEX Handbook for each course.</p> <p>In discussion with Supervising Teacher negotiate and allocate time for discussion of the above and plan the Preservice Teacher's activities (including planning) for the PEX period. This can also include active engagement in teaching and learning activities, as directed by the Supervising Teacher.</p> <p>Update the professional experience folder regularly, adding examples of observations, planning and reflections/discussion notes as required. The materials in the working folder can be a useful stimulus for discussion. <i>Note: some schools/teachers prefer this to be in electronic form. Be flexible and organised, and accommodate the preferred option as advised.</i></p>
<b>During the PEX placement</b>
<p>Continue to complete observation, planning, and reflection activities as directed and in response to discussions and directions by the Supervising Teacher.</p> <p>Continue to complete teaching requirements as detailed in the relevant handbook for each course, and as directed and in response to discussions with and directions from the Supervising Teacher.</p> <p>Maintain an up-to-date and well-organised professional experience folder with relevant materials as above.</p> <p>Meet regularly with the Supervising Teacher and/or the School Coordinator to plan activities from day to day, week to week.</p> <p>Meet with and maintain regular communication with the Griffith University Liaison (GL) as directed or required.</p> <p>Work with the Supervising Teacher and/or the School Coordinator, and Griffith University Liaison to address concerns resulting in or from an At Risk report.</p> <p>Students cannot be enrolled in other courses which have lectures, tutorials or assessment over the PEX placement period nor can assessment extensions be due.</p>
<b>On completion of the placement</b>
<p>Attend all final meetings with Supervising Teacher, School Coordinator, Griffith University Liaison, to discuss, review and sign the final report. An electronic version of the interim and final reports will be provided to the School Coordinator.</p> <p>Express thanks and appreciation to the Supervising Teacher, School Coordinator and all relevant school staff for hosting the professional experience.</p> <p>Ensure all materials that belong to the school or school staff are returned.</p> <p>Complete the final report to the university, as directed by the course convenor and/or the Griffith University Liaison (GL) via SONIA.</p>

**Preservice Teachers are advised not to plan holidays immediately after the professional experience block. Any missed days (due to illness or personal circumstances) must be completed immediately and requires an extension of the PEX period to ensure the full number of days is completed. This is to fulfil the requirements of the PEX course, the program, and to qualify for teacher registration on completion of the program.**

### Supervising Teacher – role and responsibilities

The Australian Institute for Teaching and School Leadership (AITSL) offer an online professional learning experience to assist suitably experienced, registered teachers to prepare to supervise Preservice Teachers. The online training program can be found at: <https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers>.

Supervising Teachers are also encouraged to become familiar with the AITSL published Professional Experience Participant Roles and Responsibilities (downloadable as a pdf document): <https://www.aitsl.edu.au/tools-resources/resource/participant-roles-and-responsibilities-in-professional-experience>

The role of the Supervising Teacher is to scaffold Preservice Teacher learning specific to the PEx Handbook requirements and to assess the preservice teacher's progress towards meeting the APSTs at graduate standard. At Griffith University, professional experience placements are sequential and embedded within courses. The specific areas of professional knowledge, practice and engagement, including expectations for each professional experience placement, are outlined in the relevant professional experience handbook. These are sent to School Coordinators by email for distribution to Supervising Teachers once placements are confirmed.

## Supervising Teacher

<b>Before the first placement begins</b>
<p>Please ensure you have all relevant details of the Preservice Teacher you have been assigned.</p> <p>Become familiar with, and plan for, the requirements for the specific placement, as outlined in the Professional Experience Handbook relevant to the Preservice Teacher allocated, and the course they are currently completing.</p>
<b>Prior to, or on the first day of the PEx placement</b>
<p>Meet with the Preservice Teacher to negotiate and discuss required activities (including observations, planning, reflections etc.) for the placement, including discussion of an appropriate planning, observation and feedback process that fits with the setting and requirements.</p> <p>Share relevant aspects of school and classroom procedures, including preparation and organisation of curriculum, classroom management procedures, resource use, planning, professional development, co-curricular involvement etc. with the Preservice Teacher.</p> <p>Identify and discuss the Preservice Teacher's planning and teaching of lessons and/or units of work, including during the PEx placement period.</p>
<b>During the PEx placement</b>
<p>Allocate sustained opportunities or blocks of planning and teaching to the Preservice Teacher, in alignment with the specific requirements of that placement, as outlined in the professional experience handbook.</p> <p>Ensure the Preservice Teacher has a range of opportunities to develop knowledge and demonstrate learning and skills relevant to the placement requirements. At times this will include scaffolding the preservice teacher in managing class transitions, engaging learners, managing challenging behaviour, and/or for the delivery of lessons. This is particularly the case for an early stage PEx, or in the first days of PEx placement (while the preservice teacher is 'getting to know' the routines, students and processes of the school). At other times, provide opportunities for the preservice teacher to demonstrate their emerging independence in the enactment of professional knowledge and practice (towards the midpoint of the PEx, and for preservice teachers completing a graduate stage PEx).</p> <p>Meet with and provide the Preservice Teacher with verbal and written feedback regularly. Use the criteria in interim and final reports as a guide to focus meetings.</p>
<b>Mid-point of PEx placement (interim report)</b>
<p>Provide specific and detailed feedback to the Preservice Teacher (and University Liaison if possible) of progress towards the placement requirements.</p> <p>Document progress in the interim report. Reporting should indicate level of development and achievement demonstrated in relation to what can be reasonably expected given the Preservice Teacher's year and stage of placement (i.e. what is 'satisfactory' for a 2nd year, second professional experience placement). Use the criteria and examples in the PEx Handbook as a guide.</p> <p>Where a Preservice Teacher has consistently demonstrated areas of knowledge and practice 'below satisfactory', initiate the 'at risk' process (detailed in these guidelines). Note, an 'at risk' notification can be made at any time during the PEx period. If you have concerns at any point in the PEx period, please speak with the Griffith University Liaison in the first instance, and share those concerns explicitly with the preservice teacher so they can begin to address those concerns.</p> <p>Note that any criterion marked 'Concern with Development' on the interim report means an overall 'at risk status'. In most cases, this will entail an agreed specific focus in the preservice teachers' planning and teaching, with explicit demonstrable outcomes. Please follow the 'at risk' process and ensure an action plan is completed.</p>
<b>Final days of placement</b>
<p>Prepare the final report, seek input and consultation/moderation from the School Coordinator and Griffith University Liaison. The preservice teacher must demonstrate all relevant APSTs at a satisfactory or above satisfactory level, or in the QPERF/graduate stage PEx, at a graduate stage or above graduate stage, in order to be considered 'satisfactory overall'.</p> <p>If you need advice on the process of assessment and making a judgement for the final report, please contact the Course Convenor, Griffith Liaison or Professional Experience Academic Lead (PExAL).</p> <p>If you need assistance with accessing or completing the report on SONIA, please contact the PEO via <a href="mailto:peo@griffith.edu.au">peo@griffith.edu.au</a> Meet with the Preservice Teacher, School Coordinator and (if possible) the Griffith</p>

University Liaison to discuss the Preservice Teacher's achievements and documentation in final report. Ensure all participants sign the final report. This report should be completed on the final day of the placement or as soon as possible afterwards.

**Final PEx reports are completed online via SONIA. Please contact the PEO via [peo@griffith.edu.au](mailto:peo@griffith.edu.au) for instructions on completing PEx reports via SONIA.**

*Professional experience supervision and coordinator responsibilities attract payment.*

*Payment forms are now completed Online through SONIA. Contact [peo@griffith.edu.au](mailto:peo@griffith.edu.au) if you have not received access to the payment form on SONIA by the second week of the professional experience.*

*Email all payment enquiries to [peo-payments@griffith.edu.au](mailto:peo-payments@griffith.edu.au) Please note: PDF Claims are no longer accepted*

### School-based Professional Experience Coordinator (School Coordinator) - Role and responsibilities

The school-based professional experience coordinator (School Coordinator) plays an important role in overseeing the allocation of appropriately experienced supervising teachers, and in ensuring the PEx process is completed as required. Often, they are the main link between the University, the Supervising Teacher and Preservice Teacher facilitating milestones of the professional experience placement, and offering guidance, support or moderation as needed. In this way the School Coordinator has oversight of the professional experience placement.

School Coordinators add value to the professional experience by:

- offering brief orientations to the school, school procedures, workplace health and safety requirements
- facilitating introductions of visiting Preservice Teachers to relevant members of the school staff in addition to the Supervising Teacher, including visits to other classrooms, the learning support centre etc.
- organising or conducting short professional learning sessions or group talks with visiting Preservice Teachers on a range of relevant topics such as behaviour management, curriculum development, pedagogical innovations
- ensuring the inclusion of visiting Preservice Teachers in relevant staff activities such as staff meetings, professional development sessions, or other school and community events

The roles and responsibilities of the **School Coordinator** depend largely on the school and its approach to professional learning and provisions made for Preservice Teachers on professional experience. However, in general these include:

### School Coordinator

<p><b>Before the PEx commences</b></p> <p>Negotiate the allocation of Preservice Teachers to Supervising Teachers, ensuring attention to detail of the preservice teacher PEx requirements (e.g. allocation of year level, teaching areas in secondary, access to data about student learning where needed etc).</p> <p>Inform Supervising Teachers of the Preservice Teacher details, and distribute relevant materials including:</p> <ul style="list-style-type: none"> <li>• placement specific professional experience handbooks and guidelines</li> <li>• electronic versions of the interim and final report</li> <li>• action plans and related materials for 'at risk' process</li> </ul>
<p><b>Prior to or on the first day of the PEx</b></p> <p>Meet briefly with the Preservice Teacher. Provide initial orientation to school, procedures and classrooms.</p> <p>Facilitate any planning and preparation for the block placement as needed.</p> <p>Facilitate relevant orientation or briefing sessions for visiting Preservice Teachers (see additional activities below).</p>
<p><b>During the PEx placement</b></p> <p>Monitor the progress of Preservice Teachers, check in with Supervising Teachers, observe and/or meet with Preservice Teachers/Griffith University Liaison if needed.</p>
<p><b>Mid-point of PEx placement (interim report)</b></p> <p>Ensure the interim report process is actioned by Supervising Teacher in consultation with Preservice Teacher – please use the electronic interim report provided by the PEO.</p> <p>Support Supervising Teacher and Preservice Teachers if 'at risk' status is initiated, notify the Griffith University Liaison or the PEO.</p>
<p>In the case of an 'at risk' notification</p> <p>Ensure the 'at risk' process includes a meeting between Supervising Teacher and Preservice Teacher, and the co-development of an action plan that is specific, measurable, actionable, time-bound. Oversee and provide additional support to the Supervising Teacher and Preservice Teacher as needed, ensure the Griffith University Liaison is notified and incorporated into the 'at risk' process.</p>
<p><b>Final days of PEx placement</b></p> <p>Support and/or work with the Supervising Teacher to prepare the final report – please use the online final report that is located on SONIA, under Forms.</p> <p>If you need advice on the process of assessment and making a judgement for the final report, please contact the Course Convenor, Griffith University Liaison or the Professional Experience Academic Lead (PExAL).</p> <p>If you need assistance with accessing or completing the report on SONIA, please contact the PEO via <a href="mailto:peo@griffith.edu.au">peo@griffith.edu.au</a></p> <p>Meet with the Preservice Teacher, Supervising Teacher and (if possible) the Griffith University Liaison to discuss the Preservice Teachers' achievements and documentation in final report. Ensure all participants sign the final report. Signing and submission of the final report This report should be completed on the final day of the placement or as soon as possible afterwards. <b>Keep a copy of the final professional experience report for your records. Preservice Teachers are required to submit copies of the final professional experience report directly to the University.</b></p>

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*Payment forms are now completed Online through SONIA. Contact [peo@griffith.edu.au](mailto:peo@griffith.edu.au) if you have not received access to the payment form on SONIA by the second week of the professional experience.*

*Email all payment enquiries to [peo-payments@griffith.edu.au](mailto:peo-payments@griffith.edu.au) Please note: PDF Claims are no longer accepted*



## Griffith University Liaison - Role and responsibilities

The Griffith University Liaison (GL) is a representative of Griffith University, is appointed as a sessional academic staff member, must hold current teacher registration and show recency of practice in the profession. The Griffith University Liaison Guide provides details of the GL role, responsibilities and procedures. In brief this entails:


<b>Before the PEx commences</b>
<p>Ensure your GU email signature clearly indicates you are in a GL role (as outlined in the GL Guide) and use the GU email for all communication whilst in the GL role.</p> <p>Notify the schools and the Preservice Teachers that you have been assigned to, ensuring all parties have your contact details including Griffith University email address and mobile phone contact number.</p> <p>Make arrangements for the first visit.</p> <p>Become familiar with the specific course/placement requirements for each of the Preservice Teachers you have been allocated. Ensure you have copies of each of the relevant professional experience handbooks.</p>
<b>During the PEx placement period</b>
<p>Establish and maintain regular communication with Preservice Teachers, Supervising Teachers and Site Coordinators across the PEx period.</p> <p>Arrange site visits as outlined in the GL Guide.</p> <p>Meet with the Preservice Teachers to ensure there is clarity and responsiveness to the professional experience requirements, and to Supervising Teacher and School Coordinator directions.</p> <p>Check in with the Supervising Teacher and/or School Coordinator to monitor progress of Preservice Teachers.</p> <p>The GL role is focused primarily on ensuring there is a positive and proactive professional learning relationship between the Supervising Teacher and Preservice Teacher. Where possible encourage direct communication between Supervising Teacher and Preservice Teacher (including early concerns, queries, quandaries).</p> <p>Provide support and direction to the Preservice Teacher as needed.</p> <p>Provide support and advice to the Supervising Teacher/School Coordinator (usually in relation to course specific requirements as outlined in the Handbook or in the PEx Guidelines) as needed.</p> <p>Address any initial concerns to the Professional Experience Office (PEO) or the Professional Experience Academic Lead (PExAL).</p> <p>Complete the GU Liaison Weekly Activity Report each week.</p>
<b>Mid-point of PEx placement (Interim Report)</b>
<p>Check in with Supervising Teacher and Preservice Teacher on progress towards/at mid-point.</p> <p>Provide support or advice to Supervising Teacher and Preservice Teacher if required, in the completion of the interim report.</p> <p>Note that any criterion marked 'Concern with Development' on the interim report means an overall at risk status. An 'at risk' status can also be raised at any point in the PEx placement period. For guidance and advice see the GL Guide or contact the Professional Experience Academic Lead (PExAL).</p> <p>Ensure the Preservice Teacher comprehends and feels confident about ongoing placement requirements as outlined in the handbook. In most cases, this will entail an increase in planning and teaching responsibilities.</p> <p>Complete the GU PEx Case Notes for non-standard meetings, communication or matters that arise during the PEx related to the potential feasibility or satisfactory completion of the professional experience. This includes, but is not limited to, 'at risk' notifications by the Supervising Teacher.</p>
<b>Final days of placement</b>
<p>Support and/or work with the Supervising Teacher and Site Coordinator to prepare the final report that is located on SONIA, under Forms.</p> <p>If you need advice on the process of assessment and making a judgement for the final report, please contact the Course Convenor or Professional Experience Academic Lead (PExAL).</p> <p>If you need assistance with accessing, monitoring and completing the report on SONIA, please contact the PEO.</p>

Attend final report meeting if possible. Ensure all participants read and submit the final report. This is generally done on the final day of the placement.

The GL role includes ensuring the final PEx report is completed and signed by all as required, in a timely way.

## Professional experience folders

Preservice Teachers are required to develop and maintain a working folder (ring binder and/or digital file) and a resource collection. The requirements for the PEx Folder are outlined in the specific PEx Handbook. PEx folders should be available and made accessible to Supervising Teachers, Griffith Liaisons and other academic staff upon request, throughout the PEx placement.

The PEx folder will include all teaching, planning, observation notes and reflections relevant to the current professional experience. The PEx folder should contain the PEx Handbook and  relevant section in readiness on the first day of PEx.

### Sections:

- personal profile – this is important to provide to the supervisor/s
- school information/policies
- class information
- unit plans (as developed by the Preservice Teacher and/or provided by the Supervising Teacher)
- lesson plans, teacher feedback, self-reflections (a minimum of six self-reflections)
- observations.

*PLEASE NOTE: The observation section must include classroom layout and a minimum of six (6) lesson observations.*

A PEx Folder should also include a **resource section**. This section is for context specific documentation collected for the professional experience. This section could include resources developed by Preservice Teacher or related to the experience e.g.:

- worksheets/on line activities etc. developed to support the Preservice Teacher's teaching
- approaches to behaviour management
- notes from talks given by the school administration team etc.
- work samples: samples of work from students.

The **resource section** should contain any relevant teaching and learning ideas and resources collected throughout on-campus instruction, as well as during the professional experience placement. It is advised that the resources collected be stored in a digitised format to facilitate ease of access. A back-up copy should be made on a regular basis. This folder could include items such as:

- units of work in various curriculum areas
- examples of school policy in various areas
- behaviour management policy
- behaviour management resources/strategies
- notes from professional development/talks provided on school sites.

### Classroom observations

Whenever teachers make pedagogical decisions, they use skills and knowledge in the areas of:

- curriculum
- planning and assessment
- selection of resources
- teaching strategies/approaches
- developing interpersonal relationships
- managing student behaviour and the classroom environment.

When the Preservice Teacher is observing a Supervising Teacher some of these will be very evident, others may require extended discussion. There are observation proformas provided on the PEx course site at Learning@Griffith.

### Self-reflection

Self-reflection is essential to ongoing development as a teacher. Preservice Teachers will learn from what works well and from what doesn't work, if time is taken to critically reflect. Preservice Teachers should use observation and feedback templates. Some templates are provided in the Professional Experience Guidelines, and in specific PEx courses. Preservice Teachers and Supervising Teachers should regularly engage in verbal and written reflective conversations.

### Unit and lesson planning

Schools sites vary in procedures and expectations for curriculum planning, however all teaching will be a translation of an approved syllabus.

During this professional experience, Preservice Teachers will undertake and provide evidence of unit and lesson planning in collaboration with the Supervising Teacher.

The lesson plan template used for PEx **must**:

- show the origins of the curriculum objectives that have been selected for teaching and learning
- account for the learning needs of the particular students, including detailed differentiation strategies
- describe the learning sequence using the pedagogical framework or language of the school/classroom (e.g. Learning Intentions and Success Criteria, or WALTs, WILFs etc).

Supervising Teachers will be able to provide advice on their expectations and the specific requirements of the school site. Preservice Teachers may use templates provided by the course convenor, or school-based templates as appropriate.

## Assessment

At Griffith University the Professional Experience is a central component of Initial Teacher Education programs, and thus is an opportunity for Preservice Teachers to develop and demonstrate their skills in the classroom and to make visible their approach to professional learning and working collegially within a school environment.

In all professional experience placements Preservice Teachers are required to undertake the everyday work of teachers and teaching by demonstrating:

- relatedness between on-campus studies and school-based learning
- connections between learning and the Australian Professional Standards for Teachers (APST)
- direct links between the above, and having a positive impact on student learning
- commitment to the day-to-day activities of the teachers and staff within the school placement, including teaching and planning tasks, staff development, and engagement in extra-curricular responsibilities (such as supervision duties etc.).

All professional experience placements are assessed formally, using a clear evidence-based reporting process and framework relevant to the specific requirements of each professional experience course. These requirements are outlined in the Professional Experience Handbook specific to each course.

While the professional experience is primarily a professional learning experience, assessment of the Preservice Teacher's presentation, emerging knowledge and practice, and approach to professional learning begins as soon as the placement commences and continues throughout the period of the placement.

## Summary of Assessment Process

Stage of placement	Assessment focus and reporting process	Assessment documentation and communication
<p><b>Initial placement days</b></p> <p><i>Preliminary and formative (developmental in nature)</i></p>	<p>Assessment and feedback at this stage is preliminary and formative, focused on what the Preservice Teacher is doing well, and will need to do in order to be effective as the placement progresses (given the summative requirements overall).</p> <p>If at any time there are concerns, the Supervising Teacher and/or School Coordinator may proceed by:</p> <ul style="list-style-type: none"> <li>• identifying and discussing specific areas of concern and actions required directly with the Preservice Teacher</li> <li>• communicating concerns to, or requesting some discussion with, the Griffith University Liaison or via the PEO.</li> </ul>	<p>Informal and direct.</p> <p>Verbal or email to Preservice Teacher, and University Liaison</p>
<p><b>Mid-point of placement</b></p> <p><i>Evidence-based and formative</i></p>	<p>A formal interim assessment of the Preservice Teachers' progress must occur by the mid-point of the professional experience placement.</p> <p>Detailed requirements specific to each placement are outlined in the relevant course Professional Experience Handbook. This will include criteria and types of evidence for the assessment and reporting process.</p> <p>Interim reporting should occur as a collegial conversation between the Supervising Teacher, Preservice Teacher and (where possible) the School Coordinator and University Liaison, and focus on:</p> <ul style="list-style-type: none"> <li>• professional knowledge and practice, and the types of evidence relevant to the requirements of the specific placement as outlined in the handbook</li> <li>• Preservice Teacher's demonstrated areas of strength and areas of need as direction for the remaining placement</li> <li>• strategies for continued learning and development as supported by the Supervising Teacher, Griffith University Liaison and other relevant staff.</li> </ul>	<p><b>Interim Report</b></p> <p>Provided by PEO (read only copy in relevant course professional experience handbook).</p> <p>Completed by:</p> <ul style="list-style-type: none"> <li>• Supervising Teacher</li> <li>• School Coordinator</li> <li>• Preservice Teacher</li> <li>• Griffith University Liaison when available.</li> </ul> <p><b>If one or more criteria is Unsatisfactory or Below, ie. Unsatisfactory overall, notify to above team and the PEO.</b></p>

Stage of placement	Assessment focus and reporting process	Assessment documentation and communication
<p><b>Mid-point of placement continued</b></p>	<p>The outcome of the interim reporting process is to indicate an <b>Overall Result</b> of either:</p> <ol style="list-style-type: none"> <li>1. <b>Satisfactory</b> (all areas are satisfactory) to indicate that even if there are areas in need of ongoing development, the Preservice Teacher is progressing satisfactorily towards the summative requirements of the placement; the placement continues and the focus turns to preparing adequately for the second half of the placement</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. <b>At Risk</b> to indicate that there are concerns with the Preservice Teacher's development (reflected in standards assessed in the interim report as either <i>Below Satisfactory</i> or <i>Well Below Satisfactory</i> on one criteria or more), who is deemed at risk of not successfully achieving the summative requirements of the placement. This requires formal noting of at risk status and the at risk process is initiated (as outlined below).</li> </ol>	
<p><b>At Risk Identification Process</b></p> <p><i>Evidence-based, formative, focused on responsive action.</i></p>	<p>At any time during the placement, but particularly within the interim reporting period, a Preservice Teacher can be deemed to be at risk by the Supervising Teacher in consultation with the School Coordinator and/or the University Liaison.</p> <p>An at risk status indicates there are areas of professional knowledge, practice or approach to professional communication and learning that are of concern given the current level and stage of the Preservice Teacher, and reflected in <i>Below Satisfactory</i> or <i>Well Below Satisfactory</i> standards as indicated within the interim report.</p> <p>An At Risk Action Plan and supporting process is initiated.</p>	<p>Interim Report and At Risk Action Plan found in the Professional Experience Guidelines.</p> <p>Formal contact by Supervising Teacher or School Coordinator with University Liaison or PEO.</p>
<p><b>Final days of placement</b></p> <p><i>Evidence-based and summative</i></p>	<p>In the final days of the placement, assessment is focused on the Preservice Teacher's demonstration of the placement requirements as outlined in the handbook and professional experience final report.</p> <p>Leading up to this period, Preservice Teacher and Supervising Teacher discussions should focus on the evidence base required for the Preservice Teacher to demonstrate they have satisfactorily met the requirements of the placement, as outlined in each section of the final report.</p> <p>In most professional experience placements, the final days of the placement should also provide an opportunity for the Preservice Teacher to further develop and demonstrate any areas of professional knowledge, practice or professional learning that there is not yet strong evidence of, as guided by the Supervising Teacher or School Coordinator.</p>	<p><b>Final Report</b></p>

Stage of placement	Assessment focus and reporting process	Assessment documentation and communication
<p><b>Completion of placement</b></p> <p>Moderated, Evidence-based and Summative</p>	<p>Assessment of the professional experience outcome concludes on the final day of the placement. The final report can be prepared in advance and it is recommended that the report is presented and discussed in a collegial setting that includes the Preservice Teacher, Supervising Teacher, and (where possible) the School Coordinator and University Liaison. Signing and dating of the report should be no earlier than the final day.</p> <p>The outcome of the final reporting process is to indicate an <b>Overall Result</b> of either:</p> <ol style="list-style-type: none"> <li>1. <b>Satisfactory</b> or <b>Above Satisfactory</b> to indicate that the Preservice Teacher has met the specific requirements of the placement, as appropriate to placement level and stage of learning within the ITE program and is ready to progress to the next placement/level of professional experience. All points in the report must be assessed as satisfactory.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. <b>Below Satisfactory</b> or <b>Well Below Satisfactory</b> to indicate that there are concerns with the Preservice Teacher's demonstrated level of knowledge, practice and development (reflected in standards assessed as either <i>Below Satisfactory</i> or <i>Well Below Satisfactory</i>) and therefore has <i>not</i> successfully achieved the specific requirements of the placement. This requires formal noting in the Overall Results section of the final report, and indicates the Preservice Teacher is <i>not yet ready to progress</i> to the next placement/level of professional experience.</li> </ol> <p><b>Moderation of the final report should occur via collegial consultation between the Supervising Teacher, the School Coordinator and university staff (such as Griffith Liaison) .</b></p>	<p><b>Final Report</b></p>



## At risk and action plan

**Definition:** Preservice Teachers considered to be experiencing difficulty moving toward satisfactory achievement of any criterion of their interim report requirements are considered at risk of satisfactorily completing the professional experience block.

Supervising Teachers, in consultation with the School Coordinator, should identify *at risk* Preservice Teachers **as early as possible**, preferably before or at least at the time of completion of the interim report (mid-way through the block placement). This is very important. If notification is received early, then appropriate assistance can be given with sufficient time available for the Preservice Teacher to effectively address the teaching and learning concerns. Early advice and action may mean the difference between a successful and an unsuccessful professional experience for the Preservice Teacher.

### Criteria for all placements prior to the final professional experience

**Note that any criterion marked *Concern with Development* or *Well Below Standard* or *Below Standard* on the interim report identifies the Preservice Teacher as *at risk*.**

### At risk process

Once a Preservice Teacher is identified as *at risk*, the Supervising Teacher should take the following steps as soon as possible:

1. Advise the School Coordinator who must notify the Professional Experience Office of the *at risk* status. The Professional Experience Office will contact the appointed University Liaison.
2. Discuss the specific area or areas of concern with the Preservice Teacher as indicated on the interim report. Suggest and discuss alternative strategies to address the problems. If possible, the University Liaison should be involved in these discussions and consultations.
3. Develop an **action plan** in consultation and collaboration with the School Coordinator, Supervising Teacher, Preservice Teacher and University Liaison. The action plan should include specific areas of concern, steps to address each and timeline for each recommendation. A sample template is included in these guidelines.
4. Coordinate with the School Coordinator to email or fax the *At Risk Action Plan* to the relevant Professional Experience Office as soon as possible. The office will provide a copy to the University Liaison and the course convenor.
5. Monitor change and progress over the professional experience. Keep the School Coordinator and University Liaison informed of the Preservice Teacher's progress. If the problem persists, the School Coordinator should notify the Professional Experience Office immediately informing them of the Preservice Teacher's name, nature of the problem and action taken to date.

In the event the Preservice Teacher has failed to improve in the areas and time frame designated at the time of the action plan, the Preservice Teacher will be deemed to have failed the professional experience. The decision as to whether the Preservice Teacher will be withdrawn immediately or completes the professional experience will be made by Griffith University in consultation with the school.

If a school requests the withdrawal of a Preservice Teacher due to failure, unprofessional conduct or for any other serious reason, the Professional Experience Academic Lead (PExAL) will discuss next steps with the Supervising Teacher and Site Coordinator.

### **Failure to pass**

Where a student has received an unsatisfactory rating, the student shall be allocated a non-graded fail result for the course, provided with support to consider and cation the feedback provided in the PEx report, and an opportunity to enrol in the course in a future offering.

### **Professional levels of literacy/numeracy**

Graduates of teacher education programs must have levels of literacy and numeracy appropriate for teaching, and model accuracy in literacy and numeracy across the professional experience and in all aspects of their professional knowledge and practice.

#### Absences

A Preservice Teacher who is absent from the professional experience days **must make up** the absences to achieve the total number of required days for the PEx (100 percent attendance) and meet the requirements for registration with the Queensland College of Teachers. Failure to complete these requirements will result in an unsatisfactory grade. Note: a partial absence on any day will require a whole day to be made-up.

Assigned days include:

- scheduled professional experience days as per the Professional Experience Calendar and Handbook
- pupil free days (Preservice Teachers mirror their Supervising Teacher's activities or participate in professional development)

All local holidays are to be made up (e.g. Gold Coast, Brisbane, Ipswich, Redlands show, exhibition holidays). State and National public holidays are to be made up (Labour Day, ANZAC day etc.).

If absent, the Preservice Teacher must:

- notify the School/Site Coordinator before school commences
- notify the Griffith Liaison (or the Course Convenor if the Griffith Liaison is not yet allocated) before school commences
- obtain a medical certificate or other documentary evidence if absent for more than one day whether consecutive or not and provide a reason to the Griffith Liaison for all absences.
- if absence is approved negotiate appropriate days to make up the absence with their Supervising Teacher and School Coordinator
- complete and submit a Record of Absence/MUD form found on SONIA prior to the commencement of the make-up days. If absent for more than one day, attach a medical certificate or other documentary evidence that substantiates the absence including personal and family issues. Provide a copy to the school.



A request for a change of dates for PEx attendance made prior to commencement of scheduled dates will only be considered in extenuating personal (e.g. bereavement) or health (e.g. scheduled surgery, specialist appointment) circumstances. Documentation will need to be submitted to the Professional Experience Academic Lead (PExAL) in the first instance. NOTE: holidays, child care, social events, work commitments are **NOT** extenuating circumstances, and requests for variations based on these or similar reasons will not be approved.

#### Accidents

Any incident that requires the attention of the University insurers should be notified directly to the University Insurance and Risk Management Officer in the Office of Planning and Financial Services either by phone on (07) 3735 7970 or via email to [pfsinsurance@griffith.edu.au](mailto:pfsinsurance@griffith.edu.au) as soon as possible. The University Liaison and PEO should also be notified.

Griffith Safe and Well (GSafe) may be accessed via the Portal by Preservice Teachers and staff.

Refer also to **Incident Reporting**.

The University does not provide any medical insurance cover. If Preservice Teachers wish to arrange private health cover, they must do so at their own expense. The University policy covers Preservice Teachers for accidental death and capital benefits while undertaking prescribed, as well as approved, professional practice programs.

### **Attendance**

Attendance hours whilst on professional experience placement are approximately 8.00 am – 4.00 pm. Exact times will vary slightly from school to school. Preservice Teachers are to shadow the day of their Supervising Teacher and 100 percent attendance is essential to pass. The Preservice Teacher is **not** to leave when the teaching time for the day is complete. Refer to **Absences** for information regarding procedure for a variation or a day missed. Note: a partial absence on any day will require a whole day to be made-up.

## **B**

### **Blue Card (working with children check information)**

It is essential that all students undertaking Professional Experience in Queensland have a current Blue Card or Working With Children Check (for the State or Territory you will complete PEx) to cover the entire professional experience period issued by the Public Safety Business **before** they begin professional experience.

Further information is available from [bluecard.qld.gov.au](http://bluecard.qld.gov.au).

**Preservice Teachers cannot undertake professional experience without a current blue card.**

**See** Interstate placements

## **C**

### **Camps**

Preservice Teachers can complete up to three days in activities that are not regular classroom duties of the supervising teachers. Any days in addition will require make up days.

Please note that attendance at camp **after school hours** is voluntary.

Preservice Teachers in their final placement where the collection of adequate student data is required to successfully complete the GTPA, the three days may be required to be made up. This decision would be negotiated between the school, teacher and PST and approved by the Griffith Liaison. Some Preservice Teachers, in their final placement, may require those days to complete the data collection.

## **Code of conduct**

Preservice Teachers are required to

- obey the lawful and reasonable instructions of the organisation with which they are undertaking the professional experience program
- respect the security and confidentiality of any information which they may receive from that organisation in the course of the professional experience program
- dress appropriately for the teaching setting
- ensure mobile phones are switched off during class and playground duty
- maintain a standard of conduct befitting a student of Griffith University.

Go to the myGriffith to refer to [Student Charter. See Social media and Photographs below.](#)

Preservice Teachers who are in serious breach of ethical and professional behaviour in any context of the professional experience course may be withdrawn from the placement and receive a fail grade.

## **Conflict of interest**

Preservice Teachers will not be placed at a site or school where there is a potential conflict of interest. A conflict of interest may occur when there is a previous or existing relationship with staff or students. This includes employment, in any capacity, at the site or school. Preservice Teachers have a responsibility to declare to the PEO any such relationship prior to beginning a professional experience placement at that site. Failure to declare such relationship breaches the ethical expectations and responsibilities of the student as per the Student Charter.

Preservice Teachers will not be placed in a school that they have attended as a student. Another appropriate school placement will be found. However, in some circumstances placement may be possible providing more than five years have passed and confirmation is received from the school that a conflict of interest will not occur by undertaking a placement at the school.

In the event a Preservice Teacher has attended a P-12 school as a secondary student and has requested a preferred placement at that school in the primary area, the School Coordinator will be advised of the circumstances. Approval and confirmation will be required from the School Coordinator that a placement for the past student would not raise any concerns or create any possible conflict of interest.

Refer also to **Family members** and **Working in schools**.

## **D**

### **Designated courses**

Professional experience courses are designated courses for the purposes of the University Policy on Academic Standing, Progression and Exclusion. A Preservice Teacher who fails a designated professional experience course will be subject to review by the School of Education and Professional Studies Assessment Board and may be excluded from the program.

Refer also to **Withdrawals**.

### **Disabilities and Accessibility**

Any student with a disability, injury or health condition, whether permanent, temporary, episodic or fluctuating, which may impact on their ability to successfully undertake required learning activities of professional experience courses, are asked to complete the Griffith University Disclosure Statement found in the Griffith University Policy Library and advise the Professional Experience Office.

Students with a disability are advised that early notification and registration with the Griffith Student Disability and Accessibility is preferred so staff (PEO in conjunction with Griffith Student Disability and Accessibility) with expertise in making reasonable adjustments, can assist maximising opportunities for academic success. The University may be unable to provide specialised Professional Experience support to students who choose not to disclose in a timely manner. The student will be consulted in relation to how their personal circumstances should be managed, along with supporting documentation from a health practitioner to ensure that the reasonable adjustment made is the most suitable.

Students are advised to register with Griffith Student Disability and Accessibility for support and guidance. <https://www.griffith.edu.au/student-support/student-equity-outreach/disability>

### **Disclosure**

The Griffith University Student Charter asks students to disclose relevant information about circumstances that may impact on their capacity to undertake their studies and for the purpose of making reasonable adjustments, this does not include travel distance, holidays, work, childcare, LANTITE, or social events.

Refer to **Disabilities and Accessibility**.

### **Duty of care**

The Preservice Teacher and the Supervising Teacher have a legal Duty of Care during the professional experience which means they both have a professional and a moral obligation to look after those placed in their care.

While a Preservice Teacher is given some responsibility for students in the class, it must be recognised that a Preservice Teacher is learning under the direction and supervision of the teacher with whom they are placed.

To this end, the Supervising Teacher is ultimately responsible for the safety of their school students. The Preservice Teacher, however, is required to act with vigilance and caution ensuring the health, safety and well-being of all pupils.

A Preservice Teacher should never be left completely on their own.

## F

### Facebook

Refer to **Social Media** information.

Students MUST evaluate current and past social media activity and set access to private or close unused applications prior to placement. Be aware that this may be checked and placement withdrawn if any content is not in accordance with QCT publication - *Professional Boundaries: A Guideline for Queensland Teachers*.

### Family members

It is professionally inappropriate and creates a conflict of interest to place Preservice Teachers in a school where their family (including children) are either working or attending. It is the responsibility of the Preservice Teacher to disclose relevant information to the placement officer at the Professional Experience Office to ensure this does not occur.

Please also refer to **Conflict of interest** information

## H

### Health and safety

It is essential that Preservice Teachers become familiar with the policies outlined in the **School's Safety Handbook**, for example school emergency procedures, departmental safety procedures for swimming, departmental guidelines for control of infection.

If working with students who have physical/multiple disabilities, extreme care needs to be taken with regard to **lifting and handling practices**. Please ensure that appropriate techniques have been explained and demonstrated carefully, and that Preservice Teacher lifting and handling experiences are monitored by the Supervising Teacher and/or physiotherapist.

When working with students who have physical/multiple disabilities, Preservice Teachers must not become involved in any **medical procedures**.

Under no circumstances are Preservice Teachers to transport pupils into the community.

All students are required to complete the **University Work-integrated learning Health and Safety (WIL H and S) Quiz** before undertaking a professional experience placement. A copy of the certificate is to be submitted via Sonia.

Refer also to **Disability, Incident Reporting, Insurance and Medication**.

### **High risk activities**

The Insurance and Risk Management Officer must be notified of any situation where a Preservice Teacher undertakes an activity during placement that may be considered to be of high risk.

This will ensure that the insurers can be advised of the activity and additional insurance may be taken out to cover the university for these activities. If in doubt, please discuss this matter with the Insurance and Risk Management Officer either by phone on 07 3735 7970 or via email [pfsinsurance@griffith.edu.au](mailto:pfsinsurance@griffith.edu.au).

### **Holidays**

Assigned professional experience days include:

- scheduled professional experience days
- pupil free days (Preservice Teachers mirror the Supervising Teacher's activities. If the Preservice Teachers cannot mirror their Supervising Teacher's activities or participate in professional development these days may require make up days)
- all local holidays (Gold Coast, Brisbane or Ipswich Exhibition holidays – to be made up)
- State and National public holidays (Labour Day, Anzac Day, etc. –to be made up).

Preservice Teachers are to attend 100 percent of allocated days in order to successfully complete each professional experience. Missed days including public holidays **must** be noted on a Record of Absence/MUD form and made up.

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### **Incident reporting**

It is essential that any health and safety incident is recorded by the university. Griffith Safe and Well (GSafe) may be accessed via the Portal by Griffith University staff and students. Through this site, an incident or hazard report may be submitted on-line. GSafe eliminates the need for paper-based reporting (in most instances) and streamlines workflows to enable effective incident follow-up and investigation.

The GSafe Incident Reporting form is found in the Griffith University Policy Library.

### **Insurance**

The university insurance policy covers students undertaking approved professional experience programs for public liability, accidental death, capital benefits and non-Medicare medical expenses.

Cover applies when the student is actually engaged in activities officially organised and under the control of the university. This includes direct travel to and from such activities. This cover does not extend to personal property or property damage, e.g., your motor vehicle.

For further information about insurance, go to the [risk management site](#).

### **Interstate Placements**



Preservice Teachers undertaking an interstate placement (i.e. outside of Queensland) are responsible for ensuring they meet that particular state's requirements for Preservice Teacher placements.

The following information may be used as a guide, however, the onus is on the Preservice Teacher to ensure accuracy at the time of professional experience placement.

### **NSW Requirements**

To undertake a professional experience placement in a New South Wales Government Public School, it is a requirement that pre-service teachers have:

- Completed the online [Anaphylaxis Training](#)
- Completed the online [Child Protection Module](#)
- Obtained a valid [NSW Working With Children Check](#).

### **VIC Requirements**


All pre-service teachers undertaking their placements in the State of Victoria must:

- Have a valid [Working with Children Check](#) issued by the Victorian Government

Must check whether a current Police Check (some childcare centres) [The Department of Education and Training HRWeb](#) provides information and contact details for further enquiries.

### **SA Requirements**

In South Australia, pre-service teachers must have:

- A valid [Department for Communities and Social Inclusion: Child-Related Employment Screening Clearance](#). Once cleared by the Department for Communities and Social Inclusion, the applicant will receive an official clearance letter in the mail. This letter is all that needs to be provided as proof of clearance
-  Responding to [Abuse and Neglect - Education and Care \(RAN-EC\) training](#).

### **WA Requirements**

Pre-service teachers undertaking professional experience in a Western Australia must have:

- [Nationally Coordinated Criminal History Check](#) (from the Department of Education only)
- [Working with Children Clearance](#)

### **TAS Requirements**

All pre-service teachers undertaking their placements in the State of Tasmania must have:

- A Department of Justice Working with Vulnerable People Card. [Please click here to apply.](#)
- Completed an [Education and Care/Child Care Safety Screening Application Form](#)

Pre-service and graduate teachers in Tasmania are required to be qualified of good character. Please click [here](#) for more information.

### **NT Requirements**

Pre-service teachers undertaking professional experience in a Northern Territory must have:

- A valid [Working with Children Ochre Card](#).

Obtaining a Criminal History Check is entirely up to the school and placement coordinator. From experience, students doing their placement are usually asked to obtain the Ochre Card and Criminal History Check before commencing.



### ACT Requirements

To be eligible for a professional experience placement in Australian Capital Territory Government Public Schools, pre-service teachers must have:

- A valid [Working with Vulnerable People Registration](#)
- An [Australian Federal Police Check](#).

Pre-service teachers who wish to undertake a professional experience placement in an ACT school must be registered on the [ACT Teacher Quality Institute Pre-service Teacher Register](#). This requirement applies to all pre-service teachers wishing to take up their placement at an ACT school, including those who are undertaking their pre-service teacher education outside the ACT.

You must register online.

You must upload evidence (link to text [in red below](#)) of current enrolment in an approved teacher education program; and current [Working with Vulnerable People Registration](#) (or equivalent).

Your evidence of current enrolment must be on an official document and include:

- Name of university
- Your name
- Name of the course (must be an approved teacher education program and course)
- Statement that you are enrolled
- Date showing enrolment is current.

A Letter of offer is not evidence of your enrolment.

## L

### Leaving early

It is expected that Preservice Teachers will remain at school during the working hours for that school - observing, teaching, assisting, planning their lessons etc. Preservice Teachers are NOT to leave when their teaching time for the day is complete. Preservice Teachers are to leave when released by their Supervising Teacher. **Note: a partial absence on any day will require a whole day to be made-up.**

Refer also to **Attendance**.

### Library loans (from Griffith University)

Information about University Library loans during professional experience is available on the Griffith University website <https://www.griffith.edu.au/library> or by visiting the loans desk at your campus library.

### **Library loans (from schools)**

Preservice Teachers are to return all school resources including library books before the end of the professional experience placement.

### **Literacy**

Graduates of teacher education programs must have levels of literacy and numeracy appropriate for teaching, and model accuracy in literacy and numeracy for students. Preservice Teachers must improve these aspects of professional practice, where necessary.

If there is serious concern well before the interim report deadline, the ST or SC should contact the University immediately to flag that the Preservice Teacher may be at risk.

Refer to **Assessment section earlier in this handbook.**

### **Medication**

Preservice Teachers who are taking prescribed medication known to cause alterations to behaviour must obtain a medical clearance from their doctor declaring they are medically fit and capable to undertake all the duties related to the professional experience. This must be submitted to Sonia before commencing any professional experience visits. Preservice Teachers uncertain of the effects of medication they are using should consult their prescribing doctor before commencing any professional experience activity.

If any student is disabled or has a health condition that may impact on their ability to successfully undertake required learning activities of professional experience courses, they are to complete the Griffith University Disclosure Statement found in the Griffith University Policy Library and advise the Professional Experience Office.

Refer also to **Disabilities.**

### **Medical procedures**

When working with students who have physical/multiple impairments, Preservice Teachers must **NOT** be involved in any medical procedures.

## **N**

### **Numeracy**

Graduates of teacher education programs must have levels of literacy and numeracy appropriate for teaching, and model accuracy in literacy and numeracy for students. Preservice Teachers must improve these aspects of professional practice, where necessary.

If there is serious concern well before the interim report deadline, contact the University immediately to flag that the Preservice Teacher may be at risk.

Refer to **Assessment section earlier in this handbook.**

## O

### Online Preservice Teachers

Preservice Teachers undertaking an interstate placement (i.e. outside of Queensland) are responsible for ensuring they meet that particular state's requirements for Preservice Teacher placements.

Refer also to **Interstate Placements**.

## P

### Personal property

Any personal property (such as laptops) brought onto the campus or school by Preservice Teachers or used during professional experience programs is at their own risk and is **not** covered under the University's insurance policy. Preservice Teachers are urged to arrange their own cover for any personal items, should they deem it necessary.

Refer also to **Insurance**.

### Photographs

Photographs must not be taken at school without discussing the purpose with your Supervising Teacher first. Written consent is required before taking photographs of school students.

**Do not, under any circumstances, display photographs of school students or the school on any social media sites.**

### Placements

All placements are organised by the Professional Experience Office. Preservice Teachers are not to arrange their own professional experience placement

### Pregnancy

Regulations applying to Department of Education teachers will apply. A Preservice Teacher who is pregnant must:

- commence maternity leave at least six weeks prior to the expected date of birth of her child
- remain on maternity leave until at least six weeks after the birth of her child.

The Coordinator, Initial Teacher Education Director and Professional Experience Academic Lead may, at the request of the Preservice Teacher, and on receipt of a certificate from her medical practitioner certifying that in the opinion of the medical practitioner she is fit for attending the professional experience placement, reduce the period mentioned in the above clause.

## Professionalism

The Preservice Teacher is expected to exhibit ethical and professional behaviour in all contexts of the school experience and it is expected that the Preservice Teacher will model for children socially appropriate ways of behaving.

Preservice Teachers must ensure their dress and personal presentation meet the requirements and the expectations of the school. Preservice Teachers who do not meet these requirements could be asked to go home by either the teacher or School Coordinator and will need to make up the missed day. Preservice Teachers are reminded they are not only representing Griffith University while on professional experience but teaching in possible sites of future employment.

Preservice Teachers are required to:

- follow school procedures and supervisors' instructions
- act respectfully towards all members of the school community
- maintain the confidentiality of school community
- maintain high standards of behaviour
- use resources economically and efficiently.

Preservice Teachers who are deemed unsuitable for either inappropriate personal or professional behaviour during their professional experience may be withdrawn at the discretion of the professional experience supervising team and school personnel.

*(Ref Griffith University policy document Inability to Complete Required Components of Professional Qualification)*

*[http://policies.griffith.edu.au/pdf/Inability to Complete Required Components of Professional Qualification Policy.pdf](http://policies.griffith.edu.au/pdf/Inability%20to%20Complete%20Required%20Components%20of%20Professional%20Qualification%20Policy.pdf)*

## Pupil-free days

Preservice Teachers are required to attend pupil-free days. On these days, their activities should generally mirror their Supervising Teacher's. If Preservice Teachers cannot mirror their Supervising Teacher's activities or participate in professional development these days may require make up days

Refer to **Holidays** or **Absences** in this index for related queries.

## R

### Remuneration for School Coordinators and Supervising Teachers

Payment and tax forms are available to all School Coordinators on Sonia. Contact: [peo-payments@griffith.edu.au](mailto:peo-payments@griffith.edu.au) if you do not have access to these forms by the mid point of the professional experience.

## S

### School camps – see Camps

### School policies

The Preservice Teacher should familiarise themselves with the school's policies as soon as possible before or during the professional experience weekly visits or lead-in days or block. These include general policies, health and safety policies, behaviour management policies, emergency policies, etc.

The School Coordinator/Supervising Teacher may provide the Preservice Teacher with information and handbooks regarding these policies and other issues. The Preservice Teacher should read these documents and adhere to the policies and instructions. The Supervising Teacher should remind the Preservice Teacher of any relevant policies/issues as needed.

### **School resources**

Preservice Teachers must return all school resources and student work at the end of the professional experience, including library books and items borrowed from the Supervising Teacher and other staff.

### **Social media sites**

Some Preservice Teachers contribute to social media sites that are not private, and therefore are open to all members of social media generally, which may include staff of the university, schools and school students.

Please ensure that sites are private. Also be aware that *friends* on a site are able to do screen shots at any time and forward these details on. Professional ethics are vital as you are entering the teaching profession. Please ensure that you do not name schools, students or staff as this could have serious consequences for you.

This includes any **PHOTOGRAPHS** of school students. **DO NOT** under any circumstances display photographs of school students or the school on any social media sites. Photographs can be viewed whether or not a site is public or private.

Photographs must not be taken at school without first discussing the purpose with the Supervising Teacher. Written consent is required before taking photographs of school students.

## **T**

### **Transport**

Under **no** circumstances are Preservice Teachers to transport pupils into the community.

### **Travel time**

Due to limited availability of placements, students may expect to travel up to one and a half hours to and from a professional experience placement, regardless of transport arrangements.

## **U**

### **University Study**

Students cannot be enrolled in other courses which have lectures, tutorials or assessment over the PEx placement period nor can assessment extensions be due.

## **V**

### **Variance to professional experience**

Assigned professional experience days **may not be varied** without formal application and approval by the Initial Teacher Education Director and Professional Experience Academic Lead.

See **Absences** for further information.

## W

### **Withdrawal**

Preservice Teachers may **not** withdraw from a professional experience or a school placement without discussion with the Initial Teacher Education Director and Professional Experience Academic Lead..

A Preservice Teacher who withdraws from a professional experience placement after the census date will be given a fail grade for the professional experience and the course.

Withdraw due to Special Circumstances

Students may apply to Withdraw due to Special Circumstances see

<https://www.griffith.edu.au/students/enrolment-timetables-fees/taking-a-break-from-study/withdrawal-due-to-special-circumstances>

This is a university process and decision-making and requires proof that your study has been adversely affected by special circumstances and the last date to withdraw has passed.

Refer also to **designated courses**.

### **Working in a school**

It is professionally inappropriate and creates a conflict of interest to place Preservice Teachers in a school where they are currently involved in paid employment. It is the responsibility of the Preservice Teacher to disclose relevant information to the Placement Officer, Professional Experience Office to ensure this does not occur.

Refer to **conflict of interest**.

## Appendices

### Appendix A. Australian professional standards for teachers and self-reflection

The Australian Professional Standards for Teachers were endorsed by all Australian and State and Territory Ministers for Education in December 2010. The Queensland College of Teachers (QCT) worked with the Australian Institute of Teaching and School Leadership (AITSL) in the development of the Australian Standards.

The professional standards are a public statement that describes the professional knowledge, professional practice and professional engagement required of teachers. The standards also underpin registration decisions at different career junctures. Organised into four career stages, the standards reflect a continuum of teacher's developing professional expertise of what they know and are able to do.

For teacher registration purposes in Queensland, the Graduate standards are the benchmark for those completing initial teacher education programs and applying for provisional registration. Teachers progressing to full registration or renewing their full registration must meet the professional standards at the Proficient level. ([qct.edu.au/standards/](http://qct.edu.au/standards/))

Domain	Australian Professional Standards for Teachers	
Professional Knowledge	1.	Know students and how they learn
	2.	Know the content and how to teach it
Professional Practice	3.	Plan for and implement effective teaching and learning
	4.	Create and maintain supportive and safe learning environments
	5.	Assess, provide feedback and report on student learning
Professional Engagement	6.	Engage in professional learning
	7.	Engage professionally with colleagues, parents/carers and the community

Preservice Teachers will need to provide evidence of professional standards reflection in order to complete all requirements of the program and therefore be eligible for teacher registration.

#### Step 1:

Preservice Teachers can download the complete document relating to the Australian Professional Standards for Teachers at <https://www.qct.edu.au/standards-and-conduct/professional-standards>.

Elaborations and further resources relating to the standards can be found at

<https://www.aitsl.edu.au/teach/standards>

Preservice Teachers are to think about the connection of each standard to their own practice, including consideration of:

- ways in which their practice may have changed,
- their current practice, and
- ways in which they might like to see their practice evolve.

They should write informal comments about themselves on each standard in this way, including evidence that would exemplify their comment.



### Step 2:

Once the Preservice Teacher has completed Step 1, they should identify overall areas of strength and challenging areas that may need improvement over time, naming specific standards that link to these areas of strength or challenge. This could be done through a professional standards self-auditing matrix. Plot personal competence on the matrix, provide details of evidence (e.g., a sample lesson plan) and then add relevant comments.

### Sample:

		Focus areas and Descriptors	Beginning	Consolidating	Confident	Evidence
Standard 1: Know students and how they learn	1.1	Physical, social and intellectual development and characteristics of students				
	1.2	Understand how students learn.				
	1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.				
	1.4	Strategies for teaching Aboriginal and Torres Strait Islander students				
	1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities.				
	1.6	Strategies to support full participation of students with disability.				

### Step 3:

The Preservice Teacher should discuss with a colleague, mentor, or a group of peers the process of reflection on the professional standards for teachers. Identify:

- the strengths of the Preservice Teacher profile,
- areas which the Preservice Teacher considers challenging, and
- insights that the Preservice Teacher has gained into professional practice.

In presenting the personal learning profile to peer(s), the Preservice Teacher uses evidence of work to exemplify thoughts. Main points are summarised in the discussion with peers and reflect on how the Preservice Teacher is positioned in terms of their learning.

### Step 4:

The Preservice Teacher should write a short summary of this activity, including insights from collegial discussion of the professional experience folio.

## Professional Experience Proforma

- Index of focused observations
- Index of lessons taught
- Longer term goals for next school experience
- Preservice Teacher profile
- Lesson observation notes
- Performance development plan.





**Longer Term Goals**

A plan to prepare for the next placement

Criteria	Preservice Teacher to complete	Timeframe /Supervising Teacher suggestions
<b>Planning and preparation of lessons</b>		
<b>Teaching skills – (as delivered in the classroom)</b>		
<b>Communicating with students – (managing for learning)</b>		
<b>Demonstrating professional behaviour</b>		
<b>Demonstrating commitment to professional learning</b>		

**Preservice Teacher Profile**

<b>Name:</b>
<b>University courses being studied this semester:</b>
<b>Courses studied in this program to this time:</b>
<b>Qualifications:</b>
<b>Year levels taught in previous professional experience placements (if applicable):</b>
<b>Special interests or aptitudes:</b>
<b>Successes or strengths in teaching:</b>
<b>Focus areas during this professional experience: (Areas to be worked on, previous professional experience or university program work):</b>
<b>Your personal objectives for this professional experience:</b>
<b>Assistance being sought from Supervising Teacher:</b>



## LESSON OBSERVATION NOTES

Pre-Service Teacher's Name: \_\_\_\_\_  
 Year Level/Class/Curriculum Area: \_\_\_\_\_  
 Lesson Observation Focus: \_\_\_\_\_  
 Observer name: \_\_\_\_\_ Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Lesson Setting/Context:**

**Observations:**

**Analysis of Observations:**

Tick the APST that demonstrate the focus for your observations	
<b>PROFESSIONAL KNOWLEDGE</b>	
<b>Standard 1: Know students and how they learn</b>	
	1. Demonstrate knowledge & understanding of physical, social & intellectual development & characteristics of students & how these may affect learning
	1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths & needs of students from diverse linguistic, cultural, religious & socioeconomic backgrounds
	1.5 Demonstrate knowledge & understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
<b>Standard 2: Know the content and how to teach it</b>	
	2.1 Demonstrate knowledge, & understanding of the concepts, substance & structure of the content & teaching strategies of the teaching area.
	2.2 Organise content into an effective learning & teaching sequence.
	2.3 Use curriculum, assessment & reporting knowledge to design learning sequences & lesson plans.
	2.4 Demonstrate broad knowledge of, understanding of & respect for Aboriginal & Torres Strait Islander histories,
	2.5 Know & understand literacy & numeracy teaching strategies & their application in teaching areas.
	2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
<b>PROFESSIONAL PRACTICE</b>	
<b>Standard 3: Plan for and implement effective teaching and learning</b>	
	3.1 Set learning goals that provide achievable challenges for students of varying abilities & characteristics.
	3.2 Plan lesson sequences using knowledge of student learning, content & effective teaching strategies.
	3.3 Include a range of teaching strategies.
	3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
	3.5 Demonstrate a range of verbal & non-verbal communication strategies to support student engagement.
<b>Standard 4: Create and maintain supportive and safe learning environments</b>	
	4.1 Identify strategies to support inclusive student participation & engagement in classroom activities.
	4.2 Demonstrate the capacity to organise classroom activities & provide clear directions.
	4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.
	4.4 Describe strategies that support students' wellbeing & safety working within school and/or system, curriculum & legislative requirements.
	4.5 Demonstrate an understanding of the relevant issues & the strategies available to support the safe, responsible & ethical use of ICT in learning & teaching.
<b>Standard 5: Assess, provide feedback and report on student learning</b>	
	5.1 Demonstrate understanding of assessment strategies, including informal & formal, diagnostic, formative & summative approaches to assess student learning.
	5.2 Demonstrate an understanding of the purpose of providing timely & appropriate feedback to students about their learning.
	5.3 Make consistent and comparable judgements
	5.4 Interpret student data
	5.5 Report on student achievement

**Professional Learning Plan**

Date \_\_\_\_\_

Preservice Teacher \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Purpose: Immediate strategies to assist improvement– by the end of the second last week of placement

Professional Learning Plan					
Criterion and Focus area	Specific activity/strategy required (as identified in the Supervising Teacher's feedback)	Who/What will help?	By when	Evidence to be collected	Priority: High Medium Low



