



**THE UNIVERSITY
OF QUEENSLAND**
AUSTRALIA

CREATE CHANGE

School of Education

Master of Teaching (Primary)

Professional Experience Handbook 2023

EDUC7530 Professional Primary Experience 1
EDUC7535 Professional Primary Experience 2
EDUC7540 Professional Primary Experience 3

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Preface from the Director of Professional Experience

Thank you for participating in the professional experience program of The University of Queensland, School of Education Professional Experience Program - Master of Teaching (Primary).

The University is extremely grateful to those schools and teachers who are actively involved in mentoring and supporting our preservice teachers during their professional experience.

We appreciate the ways in which practical experience in a school setting provides our students with the opportunity to expand both breadth and depth of experience.

The work undertaken by school-based personnel, and the time and commitment you offer to work with our preservice teachers, is central to the success of the professional experience. We hope that the experience is also of professional value to you.

This handbook contains essential information for school-based personnel, preservice teachers and UQ professional experience facilitators.

The policies, professional experience structure and different roles of each of the stakeholders in the Master of Teaching (Primary) professional experience program have been intentionally made available to all parties so that everyone involved is able to fully engage in, and meet the requirements of, each professional experience.

I hope that you enjoy The University of Queensland's Master of Teaching (Primary) professional experience program.

Dr Katie Cawte
Director of Professional Experience

1.0 Master of Teaching (Primary) Overview

The Master of Teaching (Primary) is a postgraduate teacher preparation program meeting the Queensland College of Teachers requirements for entry into primary teaching. The program requires two years of full-time study and consists of periods of on-campus lectures, tutorials and workshops, alternated with blocks of professional placements in schools.

The preservice teachers in this Master of Teaching (Primary) cohort come from a variety of backgrounds and all are graduates of bachelor degrees. Some have completed an undergraduate degree directly after completing their schooling and have continued on to the Master of Teaching (Primary). Others have entered the program with a variety of postgraduate education and work experiences.

1.1 Program Snapshot

	Professional experience courses
	Curriculum and Pedagogical courses
	General Education courses

	Semester 1				Semester 2					
Year 1	EDUC7550 Teaching English 1 <i>5 day (one week) block of professional experience</i> 2 units	EDUC7565 Introduction to teaching Mathematics 2 units	EDUC7580 Teaching Humanities and Social Sciences Curriculum 2 units	EDUC7603 Contemporary theories of development and learning 2 units	EDUC7530 Primary Professional Experience 1 <i>10 day (two week) block of professional experience</i> 1 unit	EDUC7620 Teaching Early Reading 2 units	EDUC7575 Teaching Science 2 units	EDUC7510 Indigenous knowledge and education 2 units	EDUC7516 Building inclusive primary classrooms 2 units	
	Year 2	EDUC7520 Teachers as researchers 2 units	EDUC7555 Teaching English 2 2 units	EDUC7570 Teaching Mathematics 1 2 units	EDUC7535 Primary Professional Experience 2 <i>30 day (six week) block of professional experience</i> 1 unit	EDUC7540 Primary Professional Experience 3 <i>30 day (six week) block of professional experience</i> * Includes GTPA and QPERF 2 units	EDUC7585 Teaching the Arts 2 units	EDUC7590 Teaching Technologies in the 21 st Century 2 units	EDUC7595 Teaching Health and Physical Education in Primary Schools 2 units	

1.2 Specialisations

A national and state education imperative is the requirement for all primary preservice teachers to undertake a subject specialisation throughout their program. Specialisations ensure preservice teachers graduate with expertise in one of the areas identified as a priority by the national and state governments, as well as responding to employer demands.

In the Master of Teaching (Primary) program, there is a focus on the development of skills, understandings and attributes that enable graduates to demonstrate specialist capabilities in a choice of one of two areas:

- Mathematics/numeracy
- English/literacy

In the professional experience placements for **EDUC7535** and **EDUC7540**, supervising teachers are required to include feedback on the preservice teacher's ability to teach effectively in their primary specialisation. Moderation of a preservice teacher's performance will also occur between the school and the university during the UQ facilitator's visits and lesson observations.

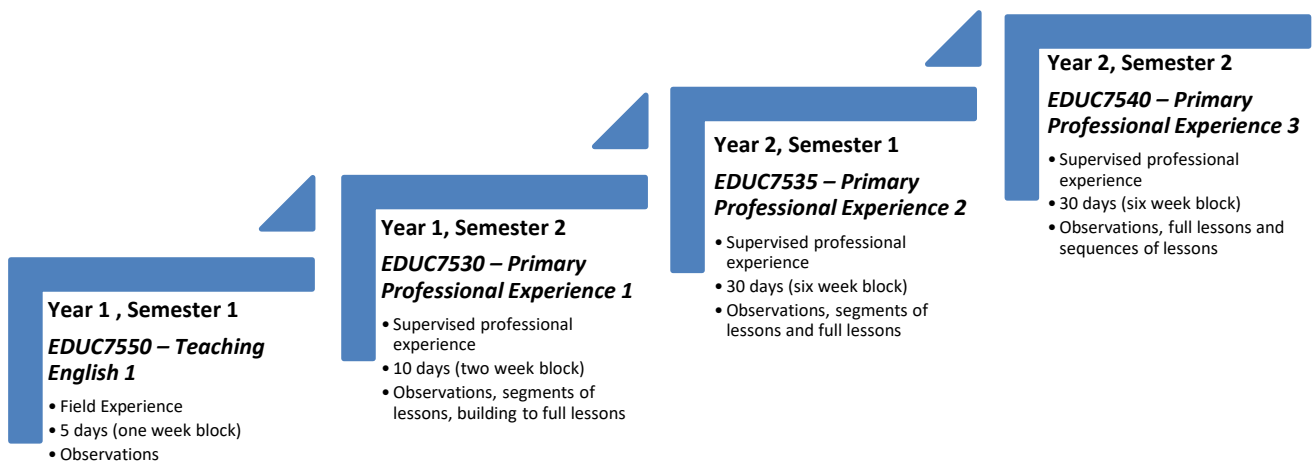
2.0 Professional Experience Overview

Preservice teachers entering the Master of Teaching (Primary) program are at the start of a developmental continuum. EDUC7530 provides their first in-school supervised professional experience. As professional knowledge and skills develop, they will be able to progress from observation of practice through the experience of closely supervised teaching practice in EDUC7535 to the level of consultative and collaborative practice appropriate to the roles and responsibilities of a beginning teacher in EDUC7540.

Strong emphasis is placed on classroom practice with placements designed to provide the opportunities for the development of the specific knowledge and skills required of a beginning teacher. Preservice teachers will be given an opportunity to demonstrate that they have reached the required level of professional competence during EDUC7540.

All placements are supported by a team of university facilitators, whose role is to liaise, visit, observe practice, and support the preservice teachers and school-based mentors. At the completion of these 3 professional experience courses, preservice teachers will have had the opportunity across the Master of Teaching (Primary) program to develop in all 37 focus areas within the Australian Professional standards for Teachers at the Graduate standard.

2.1 The Developmental Continuum for Professional Experience



2.2 EDUC7530 Primary Professional Experience 1 Overview

Teaching is a multi-faceted profession. Becoming a teacher requires commitment and dedication to lifelong learning and personal growth through reflection. This course provides an introduction to school life through workshops and school visits and a block placement. Observing practice and learning from others provides the opportunity for personal development and growth. Therefore, there will be a focus on the development of critical skills for both the observation and planning of lessons, and segments of lessons.

Students will be required to critically reflect on their personal teaching philosophy after their first professional experience. This course is developmental and links to EDUC7535 and EDUC7540, providing a basis for the subsequent courses. The course will also build on and incorporate knowledge developed across the first semester of the Master of Teaching (Primary) program.

2.2.1 On-campus workshops and assessment for EDUC7530

Australian Professional Standards assessed within the course: 1.1, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.6, 4.2, 4.3, 5.1, 5.3, 5.4, 5.5, 6.1, 6.3, 7.1, 7.2

Course assessment summary:

Assessment Task	Weighting	APSTs
Policies & Procedures for Professional Experience <i>(assessed by the university)</i>	Pass/Fail	7.1, 7.2
Supervised Professional Experience <i>(assessed by placement school)</i>	Pass/Fail	2.1, 2.2, 2.5, 2.6, 3.1, 4.2, 4.3, 6.3, 7.1, 7.2
Implementation of Recent Educational Developments <i>(assessed by the university)</i>	Pass/Fail	1.5, 2.5, 3.6, 5.1, 5.4
Building a Portfolio <i>(assessed by the university)</i>	Pass/Fail	1.1, 2.1, 2.2, 2.5, 4.3, 5.3, 5.5, 6.1, 6.3

On campus activities : Workshops 12 x 2 hours

Examples of topics included in the on-campus workshops:

- Understanding the physical, social and intellectual development and characteristics of students and how these may affect learning and the implications for teaching;
- Setting learning goals and objectives for student learning – making links within curriculum requirements and knowledge of how students learn;
- Teaching strategies (including those for developing literacy and numeracy skills) and lesson planning;
- An introduction to classroom organisation and behaviour management strategies;
- Identifying professional learning needs and goals for continuous growth and development as a preservice teacher, including the importance of links with the Australian Professional Standards for Teachers;
- Legislative, school and employing authority requirements, and ethical principles and practices in the teaching and learning process;
- How to work effectively with supervising teachers and respond appropriately to feedback designed to improve teaching practices.

2.2.2 Placement information and assessment for EDUC7530

Duration: 10 days (two week block)

Description: “Hands-on” observation, classroom assistance, teaching segments of lessons.

Areas for preservice teacher observation:

- An introduction to the school environment (who are the various stakeholders?)
- School policies and procedures (legislative, administrative and organisational)
- The importance of communication within a school community
- The duties and responsibilities of being a teacher
- Extra-curricular activities and opportunities within a school
- Who are your learners? – understanding, catering for and managing individual student needs
- Classroom management and behaviour management strategies and skills
- The development of literacy and numeracy skills – classroom and school level strategies and programs
- Organising the learning (teaching and learning strategies/activities) – the what, why and how
- The use of information communication and technologies (ICTs) in the classroom and across the school
- Assessment (systemic data, moderation of assessment and reporting mechanisms, the purpose of keeping accurate and reliable records)

Assessment: Final evaluation form. This can be found here <https://education.uq.edu.au/primary-professional-experience-1-0>

Australian Professional Standards assessed within the school placement: 2.1, 2.2, 2.5, 2.6, 3.1, 4.2, 4.3, 6.3, 7.1, 7.2

2.2.3 Important Dates for EDUC7530

Duration: 10 days (two week block)

Dates: 2 week block (Term 4: Weeks 1-2). See specific dates below.

Event	Date/s	Notes
Professional experience preparation	Approx. 2 week prior to first day of placement.	Pre-service teacher makes contact with the professional experience school.
Supervised teaching practice – Week 1 block	2 Oct – 6 Oct	The first 2 to 3 single days to be observation (hands-on observation helping teacher and students), with the last couple of single visits to start teaching segments of lessons (e.g. 10 mins or 15 mins, half a lesson, or even a full lesson – this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc).
Supervised teaching practice – Week 2 block	9 Oct – 13 Oct	The 1 week block will continue hands-on observations and teaching segments of lessons moving to full lessons towards the end of the block
Preparation of Professional Experience 1 Evaluation	13 Oct	Evaluation completed by supervising teacher. The Evaluation is discussed with the pre-service teacher and signed by all parties.
Professional Experience 1 Evaluation given to pre-service teacher	13 Oct or on completion of approved make-up days	<ol style="list-style-type: none"> 1. Schools are required to email the signed final evaluation report to their UQ appointed facilitator for each UQ Education student completing a placement. 2. Give the signed original evaluation form to the pre-service teacher. It is the pre-service teacher's responsibility to provide the fully-completed evaluation form to UQ by uploading to their student Blackboard site. 3. The school coordinator of pre-service teachers retains a copy of the evaluation form for school records.
Pay claim forms	To be submitted once the placement block has been completed	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ.

Further information and relevant forms for EDUC7530 can be found [here](#).

2.3 EDUC7535 Primary Professional Experience 2 Overview

Becoming a teacher requires commitment and dedication to lifelong professional learning and personal growth through critical reflection. This course provides a further introduction to teaching through workshops and a 30-day block practicum.

Observation of practice will be provided to enable the opportunity to improve practice. Continued practice in the design and implementation of units/lessons will also be a feature of this course. The focus of this course is on the relationship between the national professional standards for graduate teachers and the work of a teacher.

This course is developmental and builds on EDUC7530, providing a basis for the subsequent course, EDUC7540. The course will also build on and incorporate knowledge developed across the first and second semesters of the Master of Teaching (Primary) program.

2.3.1 On-campus workshops and assessment for EDUC7535

Australian Professional Standards assessed within the course: 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 6.1, 6.3, 6.4, 7.1, 7.2, 7.3

Course assessment summary:

Assessment Task	Weighting	APSTs
Policies & Procedures for Professional Experience <i>(assessed by the university)</i>	Pass/Fail	7.1, 7.2
Supervised professional experience <i>(assessed by placement school)</i>	Pass/Fail	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 6.3, 7.1, 7.2 And if appropriate to the professional experience context: 7.3
Professional practice log and critical reflection essay <i>(assessed by the university)</i>	Pass/Fail	3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4
Personal Development Plan and critical reflection essay <i>(assessed by the university)</i>	Pass/Fail	6.1, 6.3, 6.4

On campus activities: Lectures 8 x 1 hour, workshops 8 x 2 hours

Examples of topics included in the workshops:

- Teaching strategies responsive to the learning strengths and needs of students from diverse backgrounds;
- Using curriculum, assessment and reporting knowledge to design learning sequences and lesson plans;
- Using ICT to expand curriculum learning opportunities for students in ways that acknowledge and respond to issues of cyber safety, and ethical and responsible use;
- Selecting and using resources;
- Verbal and non-verbal communication strategies to support engagement in the classroom;
- Strategies to create and maintain safe and supportive learning environments;
- Classroom organisation and behaviour management strategies and skills (continued);
- Assess, moderate, provide feedback and report on student learning;
- Using assessment data –systemic and class-based – to evaluate student learning and modify teaching practice;
- Continue to identify areas for professional learning and growth and development as a preservice teacher (as well as understand the implications for improved student learning). This includes using the Australian Professional Standards for Teachers and feedback from supervising teachers;
- Continue to understand the legislative, school and employing authority requirements, and ethical principles and practices in the teaching and learning process.

2.3.2 Placement information and assessment for EDUC7535

Duration: 30 days (six-week block)

Description: Appropriate teaching practice building to full lessons and to sequences of lessons through the six-week block in specific teaching area(s). Structured observation continues.

Areas for preservice teacher observation:

- Planning, structuring and sequencing the learning
- Establishing learning goals and objectives
- Selecting and implementing teaching strategies
- Selecting and using resources
- Communication within the classroom
- Creating safe and supportive learning environments
- Classroom and behaviour management
- Assessing student learning
- Providing feedback to students on their learning

Assessment: Final evaluation form. This can be found here

https://education.uq.edu.au/primary_professional_experience_2_MTEACH

On the evaluation report the supervising teacher must also include feedback on the preservice teacher's ability to teach effectively in their primary specialisation.

Australian Professional Standards assessed within the school placement: 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 6.3, 7.1, 7.2

2.3.3 Important Dates for EDUC7535

Duration: 6 week block (30 days)

Dates: 6 week block (Term 2: Weeks 1-6). See specific dates below.

Event	Date/s	Notes
Professional experience preparation	Approx. 2 week prior to first day of placement.	Pre-service teacher makes contact with the professional experience school.
Supervised teaching practice – 6 week block	Monday 17 April – Friday 26 May 2023	<p>6 weeks of teaching</p> <ul style="list-style-type: none"> ○ The first 2 to 3 days to be observation and settling into school environment and context as well as planning and consulting with supervising teacher(s) for future teaching ○ Teaching segments of lessons from end of Week 1 moving to full lessons towards end of Week 2 ○ Sequences of lessons to start beginning of Week 3 ○ By the end of the placement students should be teaching 50% of a full-time teaching load ○ Preservice teacher observations continue throughout placement.
Preparation of interim evaluation OR at-risk form* Interim Report – Preservice teacher to upload – do not email to UQ At Risk Form – Email to UQ	Week of 1 May 2023	<p>Contact the UQ facilitator in the first instance to discuss concerns with pre-service teacher progress.</p> <p>Please do not email Interim Reports to UQ.</p> <p>Student is to upload to their 'Blackboard' site.</p>
Preparation of Final professional experience recommendations report	Week of 22 May 2023	The supervising teacher discusses the completed report with the pre-service teacher and the report is signed by all parties.
Final professional experience recommendations report given to preservice teacher. Preservice teacher uploads to UQ Blackboard site.	Week of 22 May 2023 or on completion of approved make-up days	<ol style="list-style-type: none"> 1. Schools are required to email the signed final evaluation report to their UQ appointed facilitator for each UQ Education student completing a placement. 2. Give the signed original evaluation form to the pre-service teacher. It is the pre-service teacher's responsibility to provide the fully-completed evaluation form to UQ by uploading to their student Blackboard site. 3. The school coordinator of pre-service teachers retains a copy of the evaluation form for school records.
Pay claim forms	To be submitted once the placement block has been completed	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ.

Further information and relevant forms for EDUC7535 can be found [here](#).

2.4 EDUC7540 Primary Professional Experience 3 Overview

This is the final professional experience course in the Master of Teaching (Primary) program and as such the end point is for preservice teachers to have achieved the Australian Professional Standards for Teachers at a Graduate stage. Becoming a teacher requires commitment and dedication to both lifelong learning and personal autonomy.

This 30-day block of professional experience demonstrates a movement along a developmental continuum where preservice teachers increasingly take on the roles and responsibilities of teachers to enter a phase of critical reflection and evaluation of their growth and development. This course focuses on the lifelong importance of professional learning to improve knowledge and practice and reinforces the critical need for ongoing engagement with colleagues, parents/carers and the community to build and foster supportive relationships.

2.4.1 On-campus workshops and assessment for EDUC7540

Australian Professional Standards assessed within the course: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4

Course assessment summary:

Assessment Task	Weighting	APSTs
Policies & Procedures for Professional Experience <i>(assessed by the university)</i>	Pass/Fail	7.1, 7.2
Supervised professional experience. Completion of final professional experience recommendations report found here https://education.uq.edu.au/primary-professional-experience-3 <i>(assessed by placement school)</i>	Pass/Fail	1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 7.1, 7.2, 7.4 And if appropriate to the professional experience context: 1.4, 1.6, 2.4, 3.7, 7.3
Graduate Teacher performance assessment See GPTA Factsheet for Preservice Teachers in Appendix C <i>(assessed by the university)</i>	Pass/Fail	1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.2, 6.3, 6.4
Critical reflection <i>(assessed by the university)</i>	Pass/Fail	3.7, 6.1, 6.2, 7.3, 7.4

On campus activities: Lectures 6 x 1 hour, workshops 8 x 2 hours

Examples of topics included in the workshops:

- Classroom organisation and behaviour management strategies and skills (continued);
- Verbal and non-verbal communication strategies to support engagement in the classroom (continued);
- Setting learning goals that provide achievable challenges for students of varying abilities and characteristics – making links with curriculum requirements and knowledge of how students learn (continued);
- Plan for and implement effective teaching and learning;
- Assess, moderate, provide feedback and report on student learning (continued);
- Using student assessment data to evaluate student learning and modify teaching practice;
- Continue to engage in professional learning and critical reflection as a graduate teacher (including adapting/modifying professional learning goals for entry to the profession);
- Engage professionally with colleagues, parents/carers and the community (strategies for involving parents/carers in the educative process);
- Continue to understand the legislative, school and employing authority requirements, assessment data and ethical principles and practices in the teaching and learning process.

2.4.2 Placement information and assessment for EDUC7540

Duration: 30 days (six-week block)
Description: Supervised teaching and ongoing observation of practice (full lessons at 50% teaching load by week 2).

Areas for preservice teacher observation:

- Assessment moderation (internal and external to a classroom and school)
- How student assessment data – systemic and class-based - is used to evaluate student learning and modify teaching practice
- The range of different strategies for reporting to students and parents/carers on student achievement
- Professional learning opportunities available to teachers in schools
- How teachers apply professional learning to improve student learning
- Teacher engagement with the following: colleagues, parents/carers and professional teaching networks

Assessment: Interim evaluation, Final Professional Experience Recommendations Report (see Appendix A)

Australian Professional Standards assessed within the school placement: 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 7.1, 7.2, 7.3, 7.4

In the Final Professional Experience Recommendations report, the supervising teacher must also include feedback on the preservice teacher's ability to teach effectively in their primary specialisation.

*Preservice teachers also undertake the **Graduate Teacher Performance Assessment (GTPA)** task in this course (please note - this task is assessed by the university only). The GTPA is an integrated assessment that connects the academic program and the professional experience, and in so doing connects research, theory and practice. The GTPA is a single culminating authentic summative assessment designed to demonstrate preservice teachers' ability to meet the Graduate Teacher Standards and to plan, teach, assess and reflect on their final-year professional practice (see Appendix B & C for further information). **The GTPA is to be undertaken in the preservice teacher's area of specialisation.***

To be successful, the preservice teacher, on completion of the final professional experience must meet the Australian Professional Standards for Teachers (Graduate Career Stage) as adopted by the QCT by:

- Demonstrating a sound understanding of the importance of appropriate values and dispositions for teaching.
- Demonstrating the required level of performance in the three domains of professional knowledge, professional practice and professional engagement by designing and managing individual and group learning experiences that:
 - develop students' language, literacy and numeracy
 - are intellectually challenging
 - are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
 - incorporate effective assessment and reporting of student learning
- Building effective relationships both within and beyond the school, that:
 - support the social development and participation of young people
 - create safe, supportive and stimulating learning environments
 - foster effective relationships with families and the community
 - contribute to effective professional teams
- Demonstrating their commitment to professional reflective practice and ongoing professional renewal.

2.4.3 Important Dates for EDUC7540

Duration: 6 week block (30 days)

Dates: 7 August - 15 September 2023 (Term 3: Weeks 5 -10. Specific dates below.)

Event	Date/s	Notes
Professional experience preparation	Approx. 2 week prior to first day of placement.	Pre-service teacher makes contact with the professional experience school.
6 week block of supervised teaching practice	Monday 07 August to Friday 15 September 2023	<p>6 weeks of teaching</p> <ul style="list-style-type: none"> ○ The first two to three days to be observation and settling into school environment and context, as well as planning and consulting with supervising teacher(s) for future teaching. ○ Segments of lessons half way through Week 1. ○ Full lessons to start towards end of Week 1. ○ Sequences of lessons to commence in Week 2 until end of placement. ○ Students should be at 50 per cent of a full-time teaching load by end of Week 2. ○ Preservice teacher observations continue throughout placement. <p><u>Due to GTPA component, the student must have the opportunity to plan, teach and assess a four-week topic/unit (at least) in their area of specialisation.</u></p>
Preparation of interim evaluation OR at-risk form* Interim Report – Preservice teacher to upload – do not email to UQ At Risk Form – Email to UQ	Week beginning 21 August 2023	<p>The supervising teacher discusses the completed evaluation form with the pre-service teacher and the evaluation form is signed by all parties OR the supervising teacher/school to contact the UQ facilitator in the first instance to discuss concerns with pre-service teacher progress.</p> <p>Please do not email Interim Reports to UQ.</p> <p>Student is to upload to their 'Blackboard' site.</p>
Preparation of Final professional experience recommendations report	Week beginning 11 September 2023	The supervising teacher discusses the completed report with the pre-service teacher and the report is signed by all parties.
Final professional experience recommendations report given to pre-service teacher. Preservice teacher uploads.	Week beginning 11 September 2023 or on completion of any required make-up days	<ol style="list-style-type: none"> 1. Schools are required to email the signed final evaluation report to their UQ appointed facilitator for each UQ Education student completing a placement. 2. Give the signed original evaluation form to the pre-service teacher. It is the pre-service teacher's responsibility to provide the fully-completed evaluation form to UQ by uploading to their student Blackboard site. 3. The school coordinator of pre-service teachers retains a copy of the evaluation form for school records.
Pay claim forms	To be submitted once the placement block has been completed	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ.

Further information and relevant forms for EDUC7540 can be found [here](#).

3.0 The Final Professional Experience Recommendations Report

In the final week of the professional experience for EDUC7540, the supervising teacher prepares the **Final Professional Experience Recommendations** report, available on the School of Education website.

The Final Professional Experience Recommendations report is a state-wide evaluation report used to assess preservice teachers on their final placement. The goal of this document is to measure the standard that has been achieved by a preservice teacher at the end of an initial teacher education program, by comparing it against the Australian Professional Standards for Teachers (APST) Graduate Career Stage. Achieving the Graduate Career Stage illustrates readiness of the preservice teacher to enter the workplace.

In order to successfully pass this final practicum, preservice teachers MUST receive ticks for ALL criteria in either the Graduate level (G) or Exceeding Graduate level (E) columns. If a supervisor believes a preservice teacher will not meet at least Graduate level for all criteria, UQ must be contacted immediately and the **at risk of failing process** started straight away. If you have concerns regarding a preservice teacher's progress, please contact the relevant UQ Facilitator in the first instance.

In Section 7 – Overall Comments, the supervising teacher must also include feedback on the preservice teacher's ability to teach effectively in their primary specialisation.

This document must be completed electronically and requires the use of digital signatures by all parties involved in completing the report. The following process should be followed:

- The preservice teacher must fill out page 4 prior to the report being completed by the supervisor (**please indicate the primary specialisation**). The report must also be completed in collaboration with UQ, for example, any concerns or queries should have been identified by the school during the interim period. There will be further opportunity for the school to discuss/moderate a preservice teacher's progress when the UQ facilitator attends the school to observe a lesson.
- Once the report has been completed by the supervising teacher, the preservice teacher signs the report to indicate that they have read it (Section 9 - Signatures).
- The report is then signed by the supervising teacher (Section 9 - Signatures).
- The school coordinator of preservice teachers must sign Section 8 - Moderation.
- The preservice teacher retains an electronic copy.
- The school coordinator of preservice teachers retains an electronic copy for the school records.
- It is the pre-service teacher's responsibility to also upload the report to Blackboard in order for the UQ facilitator to sign the report (Section 8). The university will not consider the report finalised until it contains the following signatures: preservice teacher, supervising teacher, school coordinator and UQ facilitator.

4.0 Monitoring preservice teacher performance

To be successful the preservice teacher must:

- Demonstrate:
 - a commitment to the profession of teaching
 - evidence of critical reflection directed towards improvement of teaching competencies
 - a sound knowledge of the content, processes and skills of the areas they teach
 - a sound knowledge of the relevant school policies on language, literacy and numeracy
 - a sound fundamental knowledge of the central concepts, modes of inquiry and structures of the discipline areas they teach
 - the use of appropriate strategies to establish learning environments in which individual and group differences are valued and respected and all students are treated equitably
 - the ability to work in partnership with other teachers, professionals, paraprofessionals, teacher aides and other relevant adults
 - the ability to set and meet personal work-related goals and priorities
- Establish learning goals and design learning plans that reflect relevant curriculum frameworks and are consistent with relevant school programs and policies.
- Communicate learning goals and plans to students.
- Select and use teaching and learning strategies and resources that are relevant to the specified learning goals and the learning needs of the students.
- Teach the language, literacy and numeracy skills necessary for students to achieve identified learning outcomes.
- Identify and know how to apply school and employing authority policies and procedures with regard to behaviour management and student safety.
- Identify and apply behaviour management strategies in a fair, sensitive and consistent manner.
- Know when and where to seek advice on matters associated with student learning and behaviour.
- Develop respectful, positive and constructive relationships that support students and foster positive attitudes to learning.
- Use teaching time, materials, resources and physical space effectively to establish a challenging, safe and supportive learning environment.
- Perform teaching and non-teaching duties in a manner that is consistent with employing authority and school policies and procedures and legal and ethical obligations of teachers.
- Actively participate in any mentoring, coaching and other professional learning programs offered.

4.1 Concerns regarding preservice teacher professionalism and/or performance

The School of Education must be notified immediately in any case where the preservice teacher has failed to:

- Comply with the school's policy for the protection of young people.
- Comply with the school's policy on occupational health and safety.
- Comply with any lawful direction given by school supervising staff.
- Act in a professional manner.
- Meet attendance requirements.

At any stage of the supervised professional experience, if there are any concerns about the demonstrated performance of a preservice teacher, the University should be contacted immediately. In the first instance, **contact the UQ Professional Experience Facilitator**. In these few cases where host school staff personnel have concerns, it is critical that the process required under the University of Queensland Policies and Procedures for Placements is followed.

4.1.1. The “At-risk” procedure - dealing with concerns regarding preservice teacher performance

This involves open discussion and the close cooperation of all parties involved in the placement to ensure the best outcome. In most of these cases, structured analysis of the problem, quick intervention and timely direction will lead to success. If at any time during that period of supervised teaching practice there is any concern that the preservice teacher **may not be successful**, the “**At Risk of Failure**” procedure must be followed.

- An “At Risk” meeting (initiated by the school or UQ facilitator) must be arranged with the preservice teacher, school professional experience coordinator, the supervising teacher/s and the UQ facilitator or representative from the School of Education. At this meeting, the preservice teacher must be notified that they are considered at risk of failure. The school professional experience coordinator outlines the concerns and provides guidelines for addressing the concerns.
- An “At Risk of Failure” form can be found on the relevant course page on the School of Education’s website <https://education.uq.edu.au/thank-you-mentoring-years-cohort-preservice-teachers-university-queensland> .
- For Part A of the at-risk process, areas of concern are identified in writing at the at-risk meeting, which is attended by the preservice teacher, school professional experience coordinator, supervising teacher and UQ facilitator. All parties identify actions or strategies that will be put in place by the preservice teacher to try and improve in the identified areas. Part A of the form is signed by all parties. The original should be given to the preservice teacher, one copy emailed to the School of Education and copies retained by the school.
- After the at-risk meeting in Part A, the preservice teacher is provided with an opportunity to consult one-on-one with the facilitator to raise any issues of concern.
- Following the at-risk meeting for Part A of the process, the preservice teacher is strongly encouraged to complete a personal reflection and detailed action plan for how they will aim to improve in the identified areas.
- In the lead-up to the review meeting (Part B of the process), the facilitator checks in with the placement school and the preservice teacher as to the progress of the preservice teacher.
- Improvement to a predetermined satisfactory standard in the areas identified in Part A of the at-risk process must be shown by the preservice teacher within one week of the meeting date. At the review meeting (Part B of the at-risk process), which is attended by the UQ facilitator, all parties are to advise to what extent there has been improvement in the areas of concern identified in Part A. At this point the school and supervising teacher indicate whether or not the preservice teacher has demonstrated satisfactory improvement to continue with the professional experience placement. If progress has been demonstrated and if needed, the plan is revised and new/continuing steps are outlined so the process is iterative to ensure progress continues. If there is not satisfactory progress made and it appears unlikely the preservice teacher can be successful in the placement, the school can decide to terminate the placement.
- The outcome of the preservice teacher’s professional experience placement will be formally documented on Part B of the “At risk of Failure” form. The original should be given to the preservice teacher, one copy faxed or emailed to the School of Education and copies retained by the school.
- The placement school’s final decision is then communicated to the Director of Professional Experience/or Course Coordinator via the facilitator.
- The Director of Professional Experience/or Course Coordinator makes contact with the preservice teacher regarding their options for moving forward with the program.

5.0 Reporting preservice teacher performance

Feedback on progress in the form of feedback provided in notes written on lesson plans or on the Lesson Analysis form available on the School of Education website should be provided for each lesson taken by the preservice teacher.

In EDUC7530 and EDUC7540 a supervising teacher completes an **Interim Evaluation** on Preservice Teacher Progress (available on the School of Education website) towards the end of week three (half way point) in the placement. This form should be signed by the preservice teacher, supervising teacher and the school coordinator before the preservice teacher uploads the report to their UQ Blackboard site. The preservice teacher retains the original copy of this report. If the supervising teacher/school are concerned with the progress of the preservice teacher an **'at risk' of failure form** must instead be completed.

In the final week of the professional experience, the supervising teachers will prepare the **final evaluation report** which is available on the relevant course page on the School of Education website <https://education.uq.edu.au/thank-you-mentoring-years-cohort-pre-service-teachers-university-queensland>. The preservice teacher signs the form to indicate that they have read it. The form is also signed by the supervising teacher and the school coordinator of preservice teachers. The preservice teacher retains the original copy. The preservice teacher uploads the report to their UQ Blackboard site and the school coordinator retains a copy for the school records.

6.0 Roles and Responsibilities

6.1 Preservice teachers' roles and responsibilities

The following notes are taken from the *Policies and Procedures for Professional Experience* document given to preservice teachers prior to commencement of any in-school professional experience. It can be viewed here <https://education.uq.edu.au/current-students/professional-experience>.

6.1.1 Commencement of the professional experience - Orientation, Observation and Planning

The orientation, observation and planning period at the start of each professional experience placement provides preservice teachers with an introduction to the context of the school and the classroom. During this period of time preservice teachers will:

- Upon receiving their placement information, make immediate contact with the school coordinator to organise arrival/orientation/induction etc.
- Meet school staff and the classes they will observe.
- Begin the structured observations they will continue throughout the professional experience.
- Ensure that they are familiar with school policies including those on occupational health and safety and child protection.
- Familiarise themselves with the school layout, timetable and their own timetable.
- Note times and dates for any particular events such as staff meetings they should attend.
- Assist in the classroom in any way suited to their experience.

6.1.2 Preservice teacher's relationships with school-based supervisors

As a preservice teacher you are a guest in the school and, although you cannot legally assume the full responsibilities of a qualified teacher, you are regarded as a temporary staff member, responsible to the principal. You are required to consult with your school-based personnel, and particularly your supervising teacher, as frequently as possible. The supervising teachers are ready to help, but their time is limited and it is your responsibility to find a time to meet within their other commitments.

While in the school you must work in partnership with other teachers, professionals, teacher aides and other relevant adults and perform any duties or tasks in a manner that is consistent with the policies and procedures of the employing authority and school, and the legal and ethical obligations of teachers.

Experimentation with a variety of teaching methods is encouraged, but the class remains the supervising teacher's responsibility throughout the professional experience, and their advice on what is suitable or practical for the class should be sought and followed.

6.1.3 Preservice teacher's relationships with school students

The kind of relationship with students to strive for is one based on mutual respect. This can be fostered by quickly learning the names of the students you teach, treating them with courtesy, and maintaining a high level of interest in their progress and in your teaching. You should quickly discover the interests and academic strengths and areas of development of your students. You should require courtesy and firmly insist on considerate behaviour from them towards you and all others. You should identify and know how to apply school procedures with regard to behaviour management and student safety.

6.1.4 Preservice teacher's participation in general school activities

Preservice teachers are expected to assist with playground supervision, sports supervision, and other work as requested by school-based personnel during professional experience/field experience. However, while involvement in a wide range of teaching situations is a valuable part of professional experience, preservice teachers cannot legally take sole charge of school students.

Opportunities for observation and/or participation could be:

- Attendance at staff or faculty meetings
- Involvement in co-curricular activities
- Attendance at school excursions or formal school occasions
- Attendance at professional development activities

6.1.5 Professionalism

The School of Education expects that preservice teachers will demonstrate a professional manner by:

- adhering to the QCT's 'Code of Ethics for Teachers in Queensland' found here <https://www.qct.edu.au/standards-and-conduct/code-of-ethics>
- complying with statutory requirements, in particular with those involving occupational health and safety and child protection. Please speak to your course coordinator for further information.
- maintaining confidentiality and discussing these matters if needed ONLY with the appropriate staff within the School of Education and/or the host school
- respecting the ethos of the host school
- understanding that you are a guest of the host school and you must follow the direction of the Principal or other designated staff
- understanding the role of the supervising teacher as a supervisor and mentor.
- participating fully in the role of a teacher on the days of attendance. Please refer to section addressing the 'attendance policy'
- adhering to any dress or conduct codes
- using appropriate language at all times
- not using your mobile phone at all during your professional experience while at your host school, unless under exceptional circumstances
- complying with all other instructions from the host school and UQ staff
- completing all designated tasks according to deadlines and requirements. When observing a class and making notes, these must not be judgmental, as you are not assessing performance. You do not yet have the professional knowledge or experience to do that.
- restricting the scope of the observation to the focus area given to you by the course coordinator or as discussed with your supervising teacher

Non-compliance with a directive from the School of Education or placement school staff may result in a placement being withdrawn. In this instance, you may be required to withdraw from the UQ course with the placement component and if so, you may incur academic penalty or financial liability. You will also be required to complete the course in full in a future semester.

6.1.6 Attendance

Supervising teachers and course coordinators will be required to sign off on the preservice teacher's 'attendance sheet' to record the 5 single days attended in EDUC7530 as part of the professional experience.

The School of Education expects preservice teachers to:

- check the School of Education Professional Experience Calendar found on the School of Education webpage > current students > professional experience <https://education.uq.edu.au/current-students/professional-experience-information>
- check their timetable in MyTimetable to ensure they are available to attend the placement as scheduled.
- be punctual in attendance on all placement days
- arrive/leave the placement in accordance with placement school policy and the requirements of tasks on the particular day. This will include allowing time for discussions with your supervising teacher or other members of the school staff involved in your placement. As a guideline, you should expect to be at the placement school between 8am and 4pm or as otherwise required by the placement school administration. You may be required to complete lesson preparation and marking outside of these hours, as well as attend before or after school meetings
- report, in the case of absence through illness, to the placement school and follow all relevant procedures in relation to providing any necessary documentation or lesson plans if required. You must also notify the School of Education in writing of the absence and the make-up days negotiated with the school
- provide the School of Education with a medical certificate for absences greater than 3 consecutive days. The placement school *may* request a certificate for less than 3 days as part of the school's absentee procedure
- refrain from leaving early, or display any general lack of punctuality for work/study/social related reasons
- make immediate contact with the school coordinator and provide a detailed explanation of the issue to your UQ facilitator by email in the case of any serious problems arising. In the absence of a UQ facilitator (i.e. for single day field experience observations) please contact the course coordinator
- make up any days missed due to illness or public holidays etc *except* those preservice teachers who have a public holiday fall during a multiple week-long professional experience 'block'. Make up days are *not* required in this instance. In the case of single day field experience placements, ensure you schedule your university timetable to avoid placement days clashing with other classes. Alternative placement days cannot be negotiated for personal commitments such as work, sport, or social commitments.
- immediately contact your placement school coordinator/supervising teacher to request to attend on an alternate day if you have an unavoidable timetable clash with your scheduled placement day. If you have not yet received a placement, contact the School of Education. You must ensure any alternate day organised is communicated to the School of Education in writing and also does not conflict with classes or other 'on campus' tasks
- understand that alternative commencement/completion dates for multiple week-long professional experience 'blocks' are not permitted to be changed without prior approval of the Director of Professional Experience, the School of Education and relevant placement school. Alternative dates will not be approved for work, sport or social commitments unless there is evidence of extenuating circumstances.
- realise that if you do not meet the attendance requirements of your professional experience, you may have your professional experience withdrawn. If it is decided the placement needs to be withdrawn, you may also be required to withdraw from the relevant UQ course and will incur any financial liabilities or academic penalties.

6.1.7 Lesson Plans

Preservice teachers are required to:

- Develop written plans for each lesson or activity taught
- Discuss the lesson/activity plans with the supervising teacher prior to the lesson/activity. The timing of the initial presentation of the plan to the supervising teacher is a matter for the supervising teacher but it is expected that the plan is presented, discussed and approved no later than 24 hours prior to the lesson/activity. **You must not teach any lesson/activity unless the written plan has been presented to, and approved by, the supervising teacher.**

6.1.8 Personal Reflections

Preservice teachers are required to complete a personal reflection after every lesson, lesson segment or activity presented. This reflection should be approximately **150-200 words** and should consider the following two questions: **what went well and what would you improve for next time.**

6.1.9 Observation of lessons

Preservice teachers are required to observe lessons and to make notes on these observations.

The observation periods are as important as the teaching periods; they will ensure that you experience a wide range of learning situations and interactions with varying age groups.

You should discuss salient aspects of the lesson observed with your supervising teacher.

Apart from observations of lessons given by school staff, you should make general observations of as many aspects of the life of the school as possible. Observation of and, if applicable, participation in aspects of general school life should continue through the period of the practicum.

Classroom observations are intended to develop understanding of:

- Student learning
- A range of teaching strategies and the way in which these are varied to suit the context and the student group
- The skills and techniques required for effective communication
- The relationship between long and short term planning and successful practice
- The roles monitoring and assessment play in teaching and learning.

6.2 Host school personnel roles and responsibilities

The personnel involved are the school coordinator of preservice teachers, the supervising teacher and any other school personnel who take a role in professional experience/field experience supervision of preservice teachers. The roles and responsibilities outlined below are generic and may be undertaken by other personnel as appropriate.

6.2.1 The school coordinator of preservice teachers

The school coordinator of preservice teachers oversees the professional experience within the school.

The school coordinator (or delegate) must induct (e.g. site induction, emergency procedures, incident hazard reporting mechanisms) the preservice teacher into the school's **Occupational Health and Safety policy** and discuss the ways in which the various aspects of the policy will affect the preservice teacher during the professional experience. Where possible the preservice teacher should be supplied with a copy of the policy. The preservice teacher will complete an OHS risk assessment questionnaire based on this induction.

The school coordinator organises supervision and teaching timetables for preservice teachers.

The school coordinator may arrange meetings with the preservice teachers, at which advice and information may be given on organisational aspects of the school. Some suggested discussion items include: types of student records, assessment procedures, work programs, school report forms, discipline, parent and community relations, finance, teaching aids, library facilities and staff committees.

The school coordinator may also arrange for the preservice teachers to confer with key members of the staff, such as the teacher librarian or guidance counsellors to provide preservice teachers with insight into other facets of the life of the school community.

The school coordinator may make arrangements for preservice teachers to engage in non-classroom experiences such as assisting teachers with playground supervision and may encourage preservice teachers to take part in extra-curricular school activities. The preservice teacher should be told of any policies re the availability and use of ICT and photocopiers.

6.2.2 The supervising teacher

The supervising teacher has a key role in the professional preparation of future teaching colleagues by offering close tutorial assistance, support and evaluative advice over the professional experience period.

We require that supervising teachers:

- Have at least 2 to 3 years of teaching experience and must have full teacher registration status through the Queensland College of Teachers
- Are recommended/identified as a suitable mentor by the Principal/Deputy Principal/Head of Department/Lead Teacher
- Have a genuine interest in helping to support, guide and mentor preservice teachers
- Understand and appreciate that working with preservice teachers is a mutually beneficial experience
- Are able to liaise with our UQ Professional Experience facilitators in the interests of improving the performance of our preservice teachers

We request that supervising teachers offer the following guidance to preservice teachers. This statement is based on the Agreement on Teaching Practice negotiated by the Teachers' Unions and Universities.

- During the first day of the placement, discuss an appropriate pattern of observations and teaching with the preservice teacher.
- Provide induction on school policies and procedures particularly OH&S and Child Protection policies (this may also include providing Safe Operating Procedures for classes in labs).
- Provide the preservice teacher with copies of, or access to, the relevant portions of the school work program or planning documents, and with details of teaching topics, timetables and resources. This enables preparation in advance of lessons and/or units or sequences of lessons.
- Advise the preservice teacher on planning a sequence of lessons and learning experiences appropriate to the age, abilities and motivational levels of the class members, and to the stage of development of the preservice teacher.
- Peruse any preservice teacher's lesson or unit plans before the lesson or unit, and provide any help that seems appropriate. Preservice teachers should not teach any lesson unless the written plan has been submitted to the supervising teacher for review prior to the implementation of the lesson.
- Comment on lessons given, verbally and/or by means of written comment at the foot of the lesson plan or on the template provided. The performance indicators set out in the Professional Experience Evaluation should be used to provide formative evaluation.
- Provide guidance on class management procedures and on the broader school policies and procedures.
- Provide a wide range of observation situations.
- Discuss class evaluation (feedback) and assessment procedures with the preservice teacher.
- Foster a 'co-teacher' or 'teaching colleague' or 'mentoring' relationship with the preservice teacher.
- Provide guidance on overall development as a teacher.

6.3 UQ School of Education Professional Experience Facilitators roles and responsibilities

The University of Queensland has facilitators (experienced educators) who provide ongoing contact between preservice teachers, school staff and The University of Queensland during the professional experience when appropriate.

The UQ facilitator:

- Provides support for preservice teachers, supervising teachers and the school coordinator of preservice teachers.
- Makes contact with the school coordinator of preservice teachers early (first week) in the professional experience.
- Negotiates a pattern of contact and visits. Time constraints may make a visit impractical in some cases involving a rural or regional placement. In these cases contact will be by e-mail, Zoom and phone.
- Follows school policy with regard to contact with the school coordinator of preservice teachers and supervising teachers.
- Meets with each preservice teacher on each visit to the school at mutually suitable times.
- Arranges meetings with both the supervising teacher and the preservice teacher together at least once during the professional experience, where possible. If all is going well this can be brief and informal.
- Provides emergency contact details to the school coordinator of preservice teachers with alternate contact available via the UQ Professional Experience Placements Coordinator. The UQ facilitators may provide phone and e-mail contacts for authorised school staff use only.
- Provides support and advice in any case where there is evidence that a preservice teacher is not performing at a satisfactory level in any areas of the evaluation, fails to behave in a professional manner or breaches school policies/procedures or statutory requirements.
- Participates in at-risk meetings if any are held and submits at-risk documents to the School of Education.
- Follows-up on remediation programs that may have been put in place for a preservice teacher.
- Observes practice where this is a requirement of the particular professional experience or is requested by the Director.
- Will, if requested by school personnel, arrange to observe practice.
- Feeds information, concerns or queries back to the School of Education's Director of Professional Experience.

7.0 Resources for Supporting Supervising Teachers

Schools and teachers play an integral role in the professional experience and therefore the School of Education recognises and acknowledges the importance of providing ongoing support and professional development to the school site coordinators and supervising teachers that host and supervise our preservice teachers. The supervising teacher/preservice teacher relationship has the potential to be mutually beneficial and as such there are a number of resources, documents and programs that are available to best support and facilitate this effective partnership. Support materials are available through the School of Education, the Queensland College of Teachers and the Australian Institute of Teaching and School Leadership.

The School of Education (UQ)

<https://education.uq.edu.au/thank-you-mentoring-years-cohort-pre-service-teachers-university-queensland>

During the year the School of Education invites interested supervising teachers to attend the Supervising Teacher training program which was developed by the QCT and the Department of Education and Training. The purpose of this training package is to support supervising teachers in interpreting the Australian Professional Standards for Teachers (Graduate career stage) and the evidence requirements for professional experience assessment decisions regardless of context.

The School of Education website also provides access to lesson analysis feedback templates and other documentation that are designed to assist supervising teachers during the professional experience.

Queensland College of Teachers (QCT)

<http://qct.edu.au/teaching-in-queensland/supervising-professional-experience>

The QCT has produced a companion document to support supervising teachers in making evidence-based, consistent decisions and providing constructive feedback about the preservice teachers' demonstration of the *Australian Professional Standards for Teachers* (Graduate career stage).

Through the QCT website there are also other resources available to assist supervising teachers to support and assess preservice teachers during professional experience placements, and to build knowledge and skills in mentoring.

Australian Institute of Teaching and School Leadership (AITSL)

[Supervising preservice teachers - online training program \(aitsl.edu.au\)](http://aitsl.edu.au/supervising-preservice-teachers-online-training-program)

Supervising Preservice Teachers is an interactive and self-directed online professional learning program aimed at enhancing teachers' knowledge, skills and confidence to effectively supervise preservice teachers.

The program is relevant to teachers who are supervising a preservice teacher or thinking about a supervisory role. It may also be useful for school leaders, school-based practicum coordinators, and those taking on other mentoring roles.

The program consists of four flexible learning modules:

- effective partnerships
- practice analysis
- making judgements
- unpacking the Graduate Standards

8.0 Pay claims

Further information can be found here <https://education.uq.edu.au/prac-pay-claims>

9.0 Contact the School of Education

Contact details can be found here <https://education.uq.edu.au/contact>

Appendix A

EDUC7540 Final Professional Experience Recommendations report

This document can also be found on [the EDUC7540 homepage](#).

Appendix B

EDUC7540 GTPA Fact Sheet for Schools and Supervising Teachers

This document can also be found on [the EDUC7540 homepage](#).

Appendix C

EDUC7540 GTPA Fact Sheet for Preservice Teachers

This document can also be found
on [the EDUC7540 homepage.](#)

Appendix D

At Risk Form

This document can also be found on each course
homepage.

[EDUC7530 Primary Professional Experience 1](#)

[EDUC7535 Primary Professional Experience 2](#)

[EDUC7540 Professional Experience 3](#)