



School of Education

Policies and Procedures for Professional Experience Placements 2026



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Preamble

Being a successful teacher requires a commitment to lifelong learning and professional development. You have undertaken a teacher education program which, when completed successfully, will qualify you to apply for registration with the Queensland College of Teachers and to seek entry into professional practice.

Professional Experience (PEX)

A key part of your program is school-based Professional Experience. Professional Experience represents a developmental continuum, allowing you to move from high levels of support to practice that is both autonomous and collaborative. We encourage you to approach your Professional Experience with a sense of professional responsibility and enthusiasm.

The structure of each Professional Experience will depend on the course you are enrolled in. These experiences range from observation and supervised work with small groups to supervised teaching practice, culminating in the last step towards autonomous practice and teaching extended learning sequences.

Professional Experience provides an important avenue for developing and demonstrating the graduate standards required for registration. All programs are structured to provide you with varied opportunities to engage with the outcomes described in the Australian Professional Standards for Teachers, as adopted by the QCT 2012, and to acquire the range of evidence needed to demonstrate your attainment of these standards. The Professional Experience plan has been developed and prepared with reference to the [AISTL Professional Experience Guidelines](#).

A handbook for any school-based Professional Experience is made available to all parties involved in that particular Professional Experience. The policies, structure of the learning and the different roles of the stakeholders are set out in these handbooks. This has been done so that everyone involved is able to fully engage in, and meet the requirements of, each Professional Experience.

Policies and Procedures Document

Professional Experience is tightly integrated with your workshop-based learning. The policies and procedures document provides a link between the university campus and the placement school. It contains essential information for Pre-Service Teachers on any type of school placement as well as some hints for successful practice based on feedback from previous graduates.

The policies and procedures document should be read in conjunction with the relevant Electronic Course Profile and Professional Experience handbook. The University of Queensland's policy directly related to placements can be viewed in the UQ Policy and aligns with the [Supporting Students' Fitness to Study](#) policy. This document outlines key information related to Professional Experience and provides general guidance for students. It should be read alongside the relevant Professional Experience Handbook and sections of the course Electronic Course Profile. Your course coordinator can assist you in locating these documents.

We hope that you enjoy The University of Queensland's Professional Experience Program.



Important Notes:

Successful completion of a set number of days of Professional Experience is a requirement of the Queensland College of Teachers (QCT) for teacher registration.

All UQ School of Education Professional Experience complies with QCT requirements.

Students enrolling into courses with Professional Experience will need to complete the following. If these tasks are not complete, students may not be able to receive a placement.

- Ensure they have a valid Blue Card for the duration of placement
- Register their information on the placement management system InPlace
- Have met all course prerequisite requirements
- Have completed the Domestic Violence Module on Blackboard (ONLY for students enrolling in final year courses EDUC4625, EDUC7625, EDUC4750 and EDUC7540).

All students undertaking Professional Experience in any educational institution must comply with all relevant acts and legislation including:

- Acts governing Child Protection including obtaining a current Blue Card
- Work Health and Safety Act and regulations on Occupational Health and Safety. This requires attending briefing at the placement school on relevant OH&S matters
- The policies and procedures of The University of Queensland and the host school
- All requirements of the QCT and the policies and procedures of host school

***Note:** It is a requirement of the School of Education that each student signs and lodges a statement that they have read this document before being permitted to undertake ANY Professional Experience.*

***You will not be allocated a placement until you have signed this document.** Further information on this will be outlined by your course coordinator in your Professional Experience course.*



Contact

Please see below for the School of Education staff who will be able to assist you in:

Contact Details	Role / Responsibilities
<p><u>Director of Professional Experience</u> Dr Stevie Hepburn E: pracdirector@uq.edu.au</p>	<ul style="list-style-type: none"> Managing course requirements with course coordinators Supporting PEx Facilitators managing student concerns “At Risk” support.
<p><u>Director of Primary Programs</u> Dr Emily Ross</p>	<ul style="list-style-type: none"> Student support
<p><u>Director of Secondary Programs</u> Professor Ian Hardy</p>	<ul style="list-style-type: none"> Course and program progression and requirements
<p><u>Course coordinators</u> – various UQ staff</p>	<ul style="list-style-type: none"> Assessment and coursework requirements Student Access Plan (SAP) accommodations
<p><u>Placement Team</u> Senior Administration Officer: Mr Danny McGahan</p> <p>Administration Officer(s): Sally-Anne Crawford, Tracey Connaughton</p> <p><u>In-person:</u> Room 403, Social Sciences Building (24), St Lucia Monday to Friday 9am – 4pm (closed 12pm-1pm)</p>	<ul style="list-style-type: none"> Communication with students regarding placement details. Managing placement allocations. Communication with schools. Trouble-shooting concerns (schools or students). Directing students to services as needed, e.g. wellbeing, academic concerns.
<p><u>Student and Academic Administration</u> E: education@uq.edu.au</p>	<ul style="list-style-type: none"> Placement requirements. Enrolment, program progression, assessment.



Part A: Aims for “hands-on observations” and orientation on placement:

Placements include a period of ‘hands-on observations’ and orientation at the start of a placement block (e.g., 2 – 3 days).

Pre-service teachers are provided with the opportunity to:

- Develop an understanding of teaching in the context of a contemporary Queensland school
- Gain awareness of the professional and ethical issues and the protocols that must be addressed when working with young people in a school setting
- Observe the life of a community of learners with a focus on the ways students learn in formal/ informal settings
- Observe the communication networks in a school, in formal/informal situations, both inside/outside the classroom, and to use the opportunity to develop personal communication relevant to the school context
- Observe students in a classroom setting and the ways in which they interact with each other and their teachers and other adult members of the school community
- Observe how a range of school policies are needed to ensure quality learning in a safe and supportive environment
- Observe the range of teaching practices used to ensure quality learning in a safe, inclusive and supportive environment
- Observe the range of methods used to manage the delivery of the curriculum in the classroom setting
- Observe the way in which weekly and daily programs are developed and how these relate to the overall scheduling of learning through the school year
- Observe what co-curricular activities are offered and the role these play in the overall curriculum
- Observe the roles that various members of the school staff play in the delivery of the overall curriculum
- Observe the ways in which the physical layout of the school, the types and quality of the teaching and learning resources available, influences teaching and learning practice in the school
- Interact in a professional manner with students in the classroom, in the school grounds, on educational excursions and on co-curricular activities in a variety of settings
- Be proactive and offer to assist the teacher where possible (e.g., working with small groups, assisting students individually during independent practice periods, etc.)
- Interact in a professional manner with school staff and with all other members of the school community



Part B: Aims for supervised teaching practice on placement

Supervised teaching practice aims to provide:

- An orientation to teaching practice in an appropriate school setting
- An opportunity to develop, through **structured and focused observation** and **supervised practice**, an understanding of the skills required to apply professional and disciplinary knowledge to engage with the needs of students, the requirements of the curriculum, the demands of effective pedagogy and the ongoing requirement for authentic assessment and effective reporting of student progress
- An opportunity to plan, prepare and manage teaching/learning tasks beginning with a single activity or task within a lesson (e.g., a lesson segment such as introducing an activity or a summary activity to end the lesson).
- Progression to the preparation of a full lesson, followed by a series of lessons as the Pre-service Teacher's knowledge and skills develop.
- Integration of the lesson sequence into a unit of work within a disciplinary area, depending on the setting.
- The skills needed to match classroom management strategies to the:
 - Policies of the school
 - Year level
 - Specific group of students and the needs of specific students within the group
 - Physical setting
 - Demands of the specific teaching and learning tasks
- An opportunity to develop and apply techniques of classroom management
- Opportunities to engage professionally with school administration/teachers/staff
- Opportunities to learn to engage appropriately and effectively with parents and caregivers, as well as the broader school community.



Part C: Expectations for students on all Professional Experience placements

Pre-Service Teachers are expected to:

- Register your information on the placement management system Inplace
- Disclose current or potential conflicts of interest immediately through registration on the placements management system (Inplace).
- The School of Education interprets that 'conflict of interest' may arise from a number of conditions that may include, but is not preclusive of:
 - Family members either attending, volunteering or employed at a school, as well as your own employment at a school (e.g., teacher's aide, OSHC worker, music tutor, drama/sports coach).
 - Failure to notify the School of Education of a conflict of interest may jeopardise your placement.
- Comply with all legislative requirements; occupational health and safety and security requirements; workplace policies and procedures and confidentiality requirements
- Where required, comply with the *Commission for Children and Young People Act (2000)* including holding a valid blue card for the duration of your placement
- Informing the blue card services if your name or contact details change within 14 days of any change informing the school of education if you have a change in their criminal history.
- Participate fully in the learning process, taking initiative and responsibility for their own learning. E.g. attending any school briefing sessions prior to commencing placement.
- Uphold standards of professional behaviour
- Be present during normal working hours and duties
- Take responsibility for their personal belongings on placement
- Concerns regarding any medical, psychological, psychiatric or physical condition that may impact on your performance, please immediately inform the Director of Professional Experience (pracdirector@uq.edu.au)
 - *Such notification will be treated with confidence and will be used to determine appropriate support. The University of Queensland's policy directly related to privacy, can be viewed in the UQ Policy and Procedure Library by searching for [1.60.02 privacy management](#)*
- Concerns regarding coursework or assessment associated with your placement:
 - Notify your course coordinator
- If absent or unable to attend placement, immediately and courteously advise the following parties via email:
 - UQ PEX Facilitator
 - Placement team (education@uq.edu.au)
 - School supervising teachers(s)
 - School site coordinator
 - Provide lesson plans and materials for the scheduled lesson or lesson segment.



- Make-up days due to absence:
 - Inform the placement team (education@uq.edu.au) AND your PEx Facilitator
 - Arrange make up days with the placement school

Performance and engagement

Pre-Service Teachers will:

- Demonstrate a commitment to ongoing development of their disciplinary and professional knowledge and their professional skills
- Arrange personal commitments so that they can participate in the full range of professional activities expected in each placement
- Develop an understanding of, and participate in, relationships that characterise professional practice within the learning community in which they will work; this includes professional interactions with all school staff in the classroom, offices, and lunchrooms
- Be a consultative and collaborative member of that learning community
- Participate in the professional life of the school at a level appropriate to their developing personal skills, professional expertise and scope of responsibility
- Demonstrate the qualities of an effective member of a teaching team
- Design and manage learning experiences in a classroom setting, participate in other aspects of the role of a teacher at a level in line with their personal skills, professional expertise and scope of responsibility.
- Attend school meetings, extra-curricular activities, playground duties etc. And demonstrate all aspects of the role of a teacher



Professionalism

Pre-service teachers will:

- Adhere to the QCT's 'Code of Ethics for Teachers in Queensland' found here:
 - <https://www.qct.edu.au/standards-and-conduct/code-of-ethics>
- Comply with statutory requirements:
 - E.g., Occupational health and safety and child protection.
 - Please speak to your course coordinator for further information.
- Maintain confidentiality and discuss these matters if needed ONLY with the appropriate staff within the School of Education and/or the placement school
- Respect the ethos of the placement school
- Adhere to any dress or conduct codes
- Use appropriate language at all times



- Complying with all other instructions from the host school and UQ staff
- Understand the role of the Supervising Teacher as a supervisor and mentor
- Remember that the breakroom/lunchroom is still school grounds and requires professional language and professional discretion in what is said
- Understand that they are a guest of the host school and must follow the direction of the Principal or other designated staff
- Receive feedback graciously, without being defensive, and apply constructive feedback to improve teaching and learning
- Participate fully in the role of a teacher on the days of attendance. Please refer to section addressing the 'attendance policy'
- Not using their mobile phone at all during their Professional Experience while at the host school, unless under exceptional circumstances
- Completing all designated tasks according to deadlines and requirements. When observing a class and making notes, these must not be judgmental, as Pre-Service Teachers are not assessing performance. They do not yet have the professional knowledge or experience to do that.
- Restricting the scope of the observation to the focus area given to them by the course coordinator or as discussed with their Supervising Teacher
- Non-compliance with a directive from School of Education or placement school staff may result in a placement being withdrawn.
 - In this instance, the Pre-Service Teacher may be required to withdraw from the UQ course with the placement component and if so, may incur **academic penalty or financial liability**. They will also be required to complete the course in full in a future semester.

Interactions with students in any in-school context

The University of Queensland's policy directly related to placements in coursework programs can be viewed in the UQ Policy and Procedure Library by searching for [Work Integrated Learning and Work Experience Policy](#)

Pre-service Teachers will:

- Uphold standards of professional behaviour including:
- **Cannot take sole responsibility for the oversight of students** and they must ensure that they are in the company of their mentor or another registered teacher in any location when students are in their care
- **Must seek permission** for any observation/interaction and always observe the school's policy on child safety and protection **under no circumstances** should children be approached unless permission has been given and a teacher is present photographs of students should **NOT** be taken
- Must not communicate with students using a personal mobile phone, either verbally or by text message or from a private or personal email address.
- Must not use any social media platforms or messaging applications to contact or access students enrolled in any state educational facility



- Must **not use any social media platforms** to discuss any aspect of their placement
- Must comply with all requirements set out in legislation or in the policies of the placement school regarding confidentiality notes of observation should be **treated in strict confidence** and used only for the purposes of this course. School and university based staff involved in the placement are expected to be able to access Pre-Service Teachers' reflections and observations on practice at any time and these should be available on demand they must refer to the QCT's "Professional Boundaries: A guideline for Queensland Teachers" [Professional Boundaries - A Guideline for Queensland Teachers](#)

Note: In all their interactions with their students, Pre-Service Teachers should strive to establish, build and maintain positive relationships so that the students' self-esteem and social development are enhanced.

UQ graduates should be:

- **Accomplished scholars** and possess strong disciplinary knowledge and can apply it thoughtfully across interdisciplinary and global contexts to create positive impact.
- **Courageous thinkers** who critically analyse and question ideas, using creativity and courage to develop innovative solutions to complex challenges.
- **Connected citizens** who actively contribute to their communities as responsible, collaborative, and globally aware citizens.
- **Culturally capable** and demonstrate respect for Indigenous knowledges and cultural diversity, working toward equity and social justice.
- **Influential communicators** who are able to communicate ideas clearly and effectively to diverse audiences to inform, influence, and collaborate.
- **Respectful leaders** who ethically and relationally make responsible decisions that support sustainable and just futures.

[Graduate Statement and Graduate Attributes Policy](#)



Attendance Policy

The School of Education expects Pre-Service Teachers to:

- Check the School of Education Professional Experience Calendar found on the School of Education webpage > Professional Experience > for students [For Students - School of Education - University of Queensland \(uq.edu.au\)](https://www.uq.edu.au/school-of-education/professional-experience)
- Check their timetable in mytimetable to ensure they are available to attend the placement as scheduled.
- If you have a compulsory exam in another course on your assigned placement day, you need to email education@uq.edu.au with supporting evidence of this clash, so that another day can be organised.

Note: if an exam in one of your UQ courses is scheduled on a placement day, you will need to arrange a make up day for your placement. You may not request an alternate day to take the exam!

- **Any days missed due to illness or public holidays etc must be made up.**
- Alternative placement days CANNOT be negotiated for personal commitments such as work, sport, or social commitments.
- Understand that alternative commencement/completion dates for 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 CANNOT be approved for work, sport or social commitments unless there is evidence of extenuating circumstances.
- Realise that if Pre-Service Teachers do not meet the attendance requirements of their Professional Experience, they may have their Professional Experience withdrawn. If it is decided the placement needs to be withdrawn, they may also be required to withdraw from the relevant UQ course and will incur any financial liabilities or academic penalties
- Make immediate contact with the school site coordinator and provide a detailed explanation of the issue to the PEx Facilitator by email in the case of any serious problems arising.
 - In the absence of a UQ placement facilitator please contact the course coordinator or Director of Professional Experience.
- 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, they should expect to be at the placement school between **8am and 4pm** or as otherwise required by the placement school administration.
 - They may be required to complete lesson preparation and marking outside of



these hours, as well as attend before or after school meetings

- Refrain from leaving early or display any general lack of punctuality for work/study/social related reasons.
- Report via email notification absent days to:
 - UQ PEx Facilitator
 - Placement team (education@uq.edu.au)
 - School supervising teachers(s)
 - School site coordinator
 - Provide lesson plans and materials is scheduled to teach a lesson or lesson segment.
- Extended absence – 3+ consecutive days:
 - Provide the School of Education with a medical certificate (education@uq.edu.au)
 - The placement school *may* request a certificate for less than 3 days as part of the school's absentee procedure
- Make-up days:
 - It is the Pre-service Teacher's responsibility to arrange the make-up day(s) with the placement school AND notify their PEx Facilitator and the placement team.



The School of Education's responsibilities

Academic and professional staff members of the School of Education have certain defined responsibilities during Professional Experience. They are required to ensure compliance with all statutory requirements, University of Queensland policies, and protocols.

The School of Education staff ensure:

- All University of Queensland policies concerning assessment are followed. The University of Queensland's policy directly related to assessment, can be viewed in the UQ Policy and Procedure Library by searching for [3.10.02 Assessment](#)
- The Pre-Service Teacher is kept informed throughout their Professional Experience as to their progress, and advised in a timely manner, with adequate support, if their performance is deemed 'not satisfactory'
- In all cases of dispute, processes are open and documented and the principles of natural justice are observed at each stage of the process
- All the requirements of the education program accredited by the Queensland College of Teachers as registering body are met
- Adequate, timely and ongoing support and advice are offered to the Pre-Service Teacher and to the relevant staff at the host school



School of Education procedures governing the organisation of Professional Experience placements

- Placements are organised by the Placements Team in the School of Education. Students should not contact schools directly to organise their own placement.
- Pre-Service Teachers are required to submit their Professional Experience registration information in InPlace on time. Any changes to information or conflict of interest must be submitted in writing to the School of Education at education@uq.edu.au.
- Pre-Service Teachers will not be placed at schools where there is a current or potential conflict of interest.
- **Travel:** Pre-service Teachers may be required to travel up to 90 minutes from their identified semester address to attend placement regardless of their identified mode of transport.
- A school and/or the School of Education are entitled to withdraw the offer of a placement due to performance issues relating to the Pre-Service Teacher.
- **“At Risk”:** For every Professional Experience course an ‘At Risk of Failure’ procedure is built into the Professional Experience requirements; those procedures must be followed as per the course handbook.
- If it is decided the placement needs to be withdrawn, Pre-Service Teachers will also be required to withdraw from the relevant course and will incur any financial liabilities or academic penalties.
- Confirmed placements cannot be changed unless there are exceptional circumstances, and the change must be approved by the Director of Professional Experience and availability for an alternative placement is assessed by the Placements Team and deemed achievable.
- It is the Pre-Service Teacher’s responsibility to ensure that they leave the placement with the original version of the final Professional Experience evaluation report and upload it to Blackboard. The School of Education does not require a copy from the placement school.
- The School of Education is not involved in approval for ‘Permission To Teach’ (PTT) with the QCT however, the School of Education (Head of School) provides an acknowledgment to the QCT.
 - Pre-Service Teachers wishing to undertake PTT must complete the appropriate documents on the Placement website and submit the forms to education@uq.edu.au
 - The requirements for PTT are negotiated between the Pre-Service Teacher and the school offering PTT.
 - Any adaptations to courses undertaken while on PTT are at the discretion of course coordinators. Where required, these should be discussed in advance.
 - Pre-Service Teachers undertaking a Professional Experience placement are expected to meet the requirements of the placement regardless of the conditions of their PTT arrangement with the PTT school. For example, allocation of a supervising teacher and a 50% teaching load for final-year students.