



# School of Education

## Professional Experience (PEx) Handbook 2026





## Table of Contents

<b>1.</b>	<b>Preface from the Director of Professional Experience .....</b>	<b>4</b>
1.1	Our Professional Experience teams and contact details .....	6
1.2	Our Professional Experience website .....	6
1.3	Student Support Services .....	7
1.4	Professional Experience Calendars 2026 .....	7
<b>2.</b>	<b>Roles and Responsibilities .....</b>	<b>8</b>
2.1	UQ School of Education Staff .....	8
2.1.1	UQ School of Education staff support .....	8
2.1.2	Professional Experience (PEX) Facilitators .....	8
2.2	UQ Pre-service Teachers .....	9
2.2.1	Orientation, Observation and Planning .....	9
2.2.2	Attendance and Professional Conduct Expectations .....	9
2.2.3	Lesson Plans .....	10
2.2.4	Observation of Lessons .....	11
2.3	Host school personnel .....	12
2.3.1	School Coordinator – Key Responsibilities .....	12
2.3.2	The Supervising Teacher .....	12
2.4	The structure of Professional Experience .....	13
2.4.1	Orientation, Observation and Planning .....	13
<b>3.</b>	<b>Concerns regarding pre-service teacher performance.....</b>	<b>14</b>
3.1	Dealing with concerns regarding pre-service teacher performance: .....	14
<b>4.</b>	<b>Resources for Professional Experience .....</b>	<b>15</b>
<b>5.</b>	<b>Monitoring Pre-service teacher performance.....</b>	<b>17</b>
5.1	Professional Experience Reports .....	18
5.1.1	The Final Professional Experience Recommendations Report .....	18
5.2	The Graduate Teacher Performance Assessment.....	19
5.3	The Australian Professional Standards for Teachers .....	21
<b>6.</b>	<b>Professional Experience Course Details .....</b>	<b>21</b>
6.1	Bachelor of Education (Primary).....	21
6.1.1	<b>EDUC1740</b> Introduction to Primary Professional Experience (Semester 1).....	21
6.1.2	<b>EDUC2740</b> Primary Professional Experience 1 (Semester 2) .....	22
6.1.3	<b>EDUC3750</b> Primary Professional Experience 2 (Semester 2) .....	22
6.1.4	<b>EDUC4750</b> - Primary Professional Experience 3 (Semester 2) .....	23
6.2	Bachelor of Education (Secondary).....	25
6.2.1	<b>EDUC2630</b> Literacy and Numeracy Across the Curriculum (Semester 1).....	25
6.2.2	<b>EDUC3605</b> Building Professional Knowledge (Semester 2) .....	26
6.2.3	<b>EDUC4615</b> Developing Professional Practice 2 Overview (Semester 1) .....	26
6.2.4	<b>EDUC4625</b> Achieving Professional Engagement Overview (Semester 2) .....	27
6.3	Master of Teaching (Primary) .....	29
6.3.1	<b>EDUC7620</b> Primary Professional Experience 1 (Semester 2) .....	29
6.3.2	<b>EDUC7535</b> Primary Professional Experience 2 (Semester 1) .....	29



6.3.3	<b>EDUC7540</b> Primary Professional Experience 3 – (Semester 2) .....	30
6.4	Master of Teaching (Secondary) .....	32
6.4.1	<b>EDUC7605</b> Building Professional Knowledge (Semester 2) .....	32
6.4.2	<b>EDUC7615</b> - Developing Professional Practice 2 Overview (Semester 1) .....	33
6.4.3	<b>EDUC7625</b> Achieving Professional Engagement Overview (Semester 2) .....	33
6.5	Master of Teaching (Primary) Turn to Teaching (TTT).....	35
6.5.1	Master of Teaching (Primary) Turn to Teaching Overview.....	35
6.5.2	<b>EDUC7670</b> (TTT) Promoting Positive Student Behaviour & Wellbeing (Semester 1).....	35
6.5.3	<b>EDUC7620</b> (TTT) Primary Professional Experience 2 (Semester 2).....	36
6.5.4	<b>EDUC7540</b> (TTT) Primary Professional Experience 3 (Semester 2).....	36
6.6	Master of Teaching (Secondary) Turn to Teaching (TTT).....	38
6.6.1	Master of Teaching (Secondary) Turn to Teaching Overview .....	38
6.6.2	<b>EDUC7605</b> (TTT) Building Professional Knowledge (Semester 1) .....	38
6.6.3	<b>EDUC7615</b> (TTT) Developing Professional Practice (Semester 2) .....	39
6.6.4	<b>EDUC7625</b> (TTT) Achieving Professional Engagement (Semester 2) .....	39
7.	<b>References and Links</b> .....	41



## 1. Preface from the Director of Professional Experience

As the Director of Professional Experience at the University of Queensland, I would like to wish the **UQ pre-service teachers** the very best for their Professional Experience (PEX).

PEX connects you to the dynamic school environment where you observe and witness effective teaching strategies firsthand, transform theory into practice, and apply the knowledge and understanding you have gained throughout your ITE courses. In addition, PEX encourages you to reflect on your professional experience, hone your communication skills and extend your ability to identify your strengths and set meaningful goals.

For the **schools** that support UQ students on placement, I would like to express my gratitude for your support of our pre-service teachers as they undertake PEX. PEX is an integral part of initial teacher education (ITE) and through this experience, students gain confidence, build professional competencies, receive mentorship, learn and experience school culture and begin to develop their professional identity. Working with students as a supervising teacher and site coordinator allows us to reflect on our experience as educators, share our triumphs and offer support and guidance to emerging teachers as they navigate PEX and progress through their ITE program.

The structure of the placement experiences has been planned and curated to ensure pre-service teachers develop the required skills and competencies to meet the graduate level of the Australian Professional Standards (APSTs) for professional knowledge, practice and engagement.

This handbook is your guide as a pre-service teacher, supervising teacher and site coordinator, providing essential information and resources to help you effectively liaise with the university and support students during their PEX journey.

We hope you find the placement experience valuable, and our team is always available to assist you.

Best wishes,

Dr Stevie Hepburn



## UQ Graduate Attributes

### UQ Graduates should be:

- **Accomplished scholars:** Graduates will have a well-founded knowledge of their field of study and an understanding of how it relates to other disciplines. They will have the ability to engage with different traditions of thought and apply this knowledge in multi-disciplinary and global settings and contexts to enact a positive difference in their world.
- **Courageous thinkers:** Graduates will have the ability to critically question, analyse, interpret, and evaluate their world and experiences to conceive innovative responses to future challenges. They will draw on their courage and creativity to test, debate and shape new ideas, understandings, approaches, and opinions.
- **Connected citizens:** Graduates will be responsible, independent, outward-looking global citizens who possess a sound understanding of their communities. They will be active, collaborative, and constructive participants in society.
- **Culturally capable:** Graduates will have an understanding of, and respect for, Australian Aboriginal and Torres Strait Islander and global Indigenous peoples' values, cultures, and knowledge. They will have an appreciation of cultural and social diversity and work with a sense of social and civic responsibility towards a more just and equitable society.
- **Influential communicators:** Graduates will convey ideas and information effectively to a range of audiences for a variety of purposes. They will skilfully use information and work effectively with others to make meaningful, impactful contributions to important conversations and discussions.
- **Respectful leaders:** Graduates will act with knowledge of, and respect for, ethics and ethical standards within their professional and disciplinary fields as leaders and emerging leaders. They will have the capability to be relational decision-makers who work towards evolving a more sustainable society, economy, and environment.

[Graduate Statement and Graduate Attributes Policy](#)





## 1.1 Our Professional Experience teams and contact details

### Email contact:

- All enquiries from school personnel please email: [prac@uq.edu.au](mailto:prac@uq.edu.au)
- All enquiries from UQ students please email: [education@uq.edu.au](mailto:education@uq.edu.au)

Contact details	Role
<p><b>Director of Professional Experience</b> Dr Stevie Hepburn E: <a href="mailto:pracdirector@uq.edu.au">pracdirector@uq.edu.au</a></p>	<ul style="list-style-type: none"> <li>• Managing course requirements with course coordinators</li> <li>• Supporting PEx Facilitators managing student issues</li> <li>• “At Risk” support.</li> <li>• Liaising with schools regarding placement-related issues</li> </ul>
<p><b>Placement Office</b> W: <a href="#">Professional Experience</a> E: <a href="mailto:education@uq.edu.au">education@uq.edu.au</a> P: (07) 3365 6550</p>	<ul style="list-style-type: none"> <li>• Managing placement allocation.</li> <li>• Dealing with low-level student issues, e.g. not meeting the expected policies and procedures for professionalism.</li> <li>• Directing students to services as needed, e.g. wellbeing, academic concerns.</li> </ul>
<p><b>Placement Team</b> Senior Administration Officer: Mr Danny McGahan</p> <p>Administration Officer(s): Sally-Anne Crawford Tracey Connaughton</p>	<ul style="list-style-type: none"> <li>• Communication with students regarding placement details.</li> <li>• Allocating PEx Facilitators to schools.</li> <li>• Communication with schools.</li> <li>• Troubleshooting concerns (schools or students).</li> </ul>
<p><b>Coordinator, Student and Academic Administration</b> Laura Rouse E: <a href="mailto:education@uq.edu.au">education@uq.edu.au</a></p>	<ul style="list-style-type: none"> <li>• Placement requirements.</li> <li>• Enrolment, program progression, assessment.</li> </ul>

## 1.2 Our Professional Experience website

[UQ School of Education - Professional Experience \(PEx\) - School of Education - University of Queensland](#)



## 1.3 Student Support Services

### School staff:

If you are concerned about a pre-service teacher.

1. Please notify their PEx Facilitator and / or the Director of Professional Experience ([pracdirector@uq.edu.au](mailto:pracdirector@uq.edu.au)).
2. Please direct the UQ pre-service teacher to contact their PEx Facilitator.

The following services are provided for UQ students.

- **Student counselling services:** <https://my.uq.edu.au/information-and-services/student-support/health-and-wellbeing/mental-health-and-emotional-support/counsellors>
- **UQ Counselling and Crisis Line:** 1300 851 998 (24/7 access)
- **Crisis Counsellor:** text 0488 884 115 after hours (4.30pm-8am)
- **UQ Respect:** including UQ Sexual Misconduct Support unit. Receive free, confidential guidance and support around sexual assault and sexual harassment. Website: <https://respect.uq.edu.au/support>
- **Phone:** 3443 1000 (open Monday to Friday, 8am to 5pm)
- **Email:** [sexualmisconductsupport@uq.edu.au](mailto:sexualmisconductsupport@uq.edu.au)
- **Phone:** 1800 Respect [1800 737 732](tel:1800737732) for 24/7 counselling support
- **Sexual Assault Response Team (SART)** [07 3646 5207](tel:0736465207) for 24/7 Acute Response

## 1.4 Professional Experience Calendars 2026

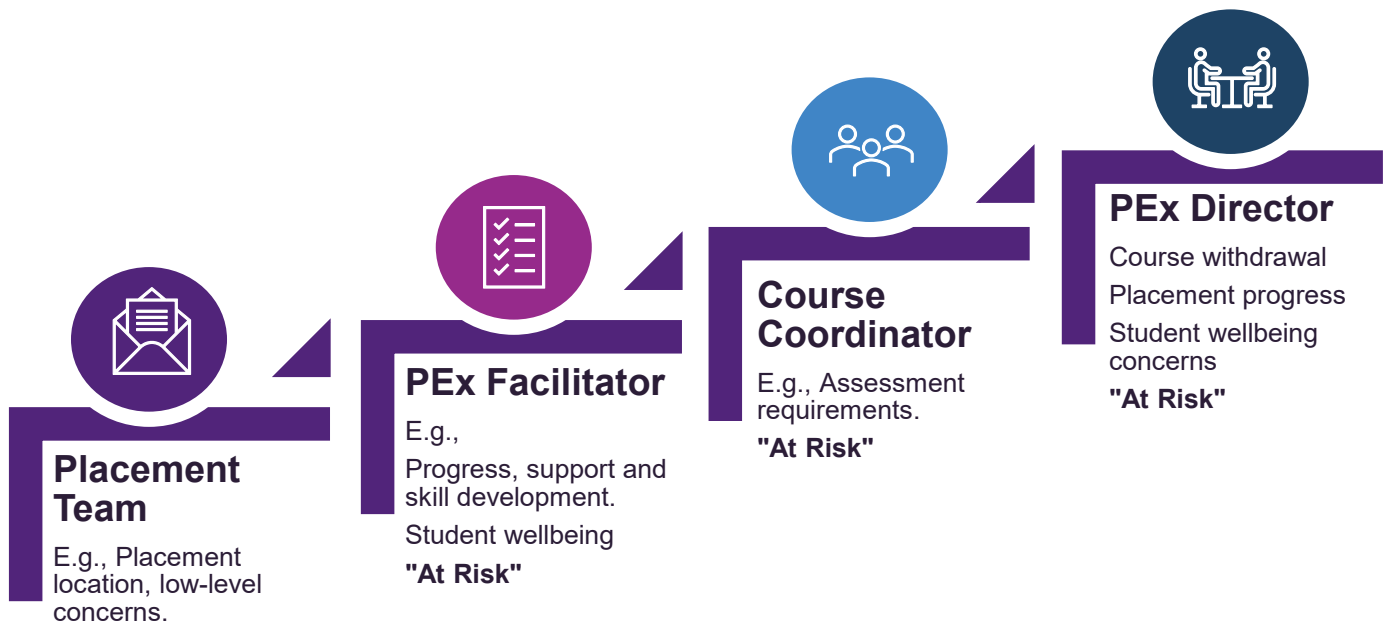
 2026 Professional Experience Calendar – Secondary courses can be accessed here: [2026 PEx Calendar - Secondary .pdf](#)

 2026 Professional Experience Calendar – Primary Courses can be accessed here: [2026 PEx Calendar - Primary .pdf](#)

## 2. Roles and Responsibilities

### 2.1 UQ School of Education Staff

#### 2.1.1 UQ School of Education staff support



#### 2.1.2 Professional Experience (PEX) Facilitators

Professional Experience Facilitators maintain communication between pre-service teachers, schools and the University, and provide support throughout the placement.

##### Key responsibilities:

- Support pre-service teachers, supervising teachers and the school coordinator.
- Make early contact with the school and establish a communication/visit schedule (using email, Zoom or phone when visits aren't possible).
- Follow school protocols when liaising with staff.
- Meet individually with pre-service teachers during school visits.
- Arrange at least one joint meeting with the supervising teacher and pre-service teacher.
- Provide emergency contact details to the school.
- Offer guidance when performance, professionalism or policy concerns arise.
- Participate in at-risk processes and submit required documentation.
- Monitor and follow up on any remediation plans.
- Observe teaching when required or requested.
- Communicate relevant information or concerns to the Director of Professional Experience.



## 2.2 UQ Pre-service Teachers

### 2.2.1 Orientation, Observation and Planning

The orientation, observation and planning period at the start of each professional experience placement provides pre-service teachers with an introduction to the context of the school and the classroom. During this period pre-service 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.

#### **Opportunities for observation and/or participation could be:**

- Attending staff or faculty meetings
- Assisting with co-curricular activities
- Participating in school excursions or formal school events
- Attending professional development sessions

### 2.2.2 Attendance and Professional Conduct Expectations

#### **Pre-service teachers are expected to:**

- Check the Professional Experience Calendar on the School of Education website to stay informed about placement dates and requirements.
- Attend all placement days punctually, following the placement school's arrival and departure expectations. As a guide, pre-service teachers should typically be on site between 8:00am and 4:00pm, with additional time as needed for planning, marking and meetings.
- Follow school procedures for illness or absence, including notifying the school, providing lesson plans if required, and informing the School of Education in writing of the absence and agreed make-up days.
- Provide a medical certificate for absences longer than three consecutive days (or earlier if required by the school).
- Maintain professional punctuality, avoiding early departures or lateness for personal, work or social reasons.
- Contact the school coordinator immediately if serious issues arise and email a detailed explanation to the PEx Facilitator.



- Make up missed placement days due to illness or public holidays, except when a public holiday falls within a multi-week block placement (no make-up required in that case). Make-up days cannot be arranged for personal commitments.
- Notify the Placements team immediately if an unavoidable clash occurs with a mandatory university class and provide supporting evidence.
- Understand that placement dates for multi-week blocks cannot be changed without prior approval from the Director of Professional Experience, the School of Education and the placement school. Changes will not be approved for work, sport or social commitments unless exceptional circumstances apply.
- Be aware that failure to meet attendance requirements may result in withdrawal from the placement and potentially the associated UQ course, including any academic or financial consequences.
- Follow the [QCT Code of Ethics](#) for Teachers in Queensland.
- Comply with all legal and policy requirements, including workplace health and safety and child protection.
- Maintain confidentiality and discuss sensitive matters only with authorised staff at the School of Education or the host school.
- Respect the ethos, policies and procedures of the host school.
- Recognise their status as a guest and follow directions from the principal or delegated staff.
- Understand and value the supervising teacher's role as a mentor and supervisor.
- Participate fully in teaching duties on placement days and meeting all attendance expectations.
- Adhere to school dress codes, conduct expectations and always use professional language.
- Avoid mobile phone use during placement, except in exceptional circumstances.
- Follow all instructions from host school and UQ staff
- Complete all required tasks on time and ensure observation notes remain non-judgmental and focused on the designated observation area.

*Failure to comply with professional expectations or directives may result in withdrawal from the placement and the associated UQ course, with possible academic or financial consequences. The course will need to be completed in full in a future semester.*

### 2.2.3 Lesson Plans

#### **Pre-service teachers are required to:**

- Develop written plans for each lesson or segment taught.



- Discuss the lesson/activity plans with the supervising teacher prior to the lesson/activity.
- Lesson plans should be presented to the supervising teacher for discussion and approval **at least 24 hours before the lesson**, unless otherwise advised by the supervising teacher.
- You must not teach any lesson/activity unless the written plan has been presented to, and approved by, the supervising teacher.

## 2.2.4 Observation of Lessons

Pre-service teachers are required to observe lessons and to make notes on these observations.

Observation periods are as important as teaching periods and provide opportunities to experience a range of learning situations and interactions with different age groups.

Discuss key aspects of observed lessons with your supervising teacher.

In addition to observing lessons taught by school staff, observe and, where appropriate, participate in other aspects of school life.

Observation and engagement in broader school activities should continue throughout the practicum.

**Classroom observations are intended to develop an 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.



## 2.3 Host school personnel

### 2.3.1 School Coordinator – Key Responsibilities

- Oversee the school’s professional experience program.
- Induct pre-service teachers into OH&S policies and procedures, providing documentation where possible.
- Organise supervision arrangements and teaching timetables.
- Brief pre-service teachers on key school operations (records, assessment, reporting, behaviour, community engagement, resources).
- Connect pre-service teachers with relevant staff to broaden understanding of school roles.
- Arrange non-classroom and extra-curricular participation opportunities.
- Communicate policies on ICT, photocopying and related school resources.

### 2.3.2 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.

#### **Supervising teachers must:**

- Have 2–3 years of teaching experience and full QCT registration.
- Be recommended by school leadership as a suitable mentor.
- Demonstrate a genuine interest in supporting and guiding pre-service teachers.
- Recognise the mutual benefits of working with pre-service teachers.
- Liaise effectively with PEx Facilitator to support pre-service teacher development.

#### **Supervising teachers are asked to:**

- Establish an observation and teaching schedule with the pre-service teacher on day one.
- Provide induction on school policies and procedures, including OH&S and Child Protection.
- Give access to relevant planning documents, work programs, timetables and resources.
- Guide the pre-service teacher in planning developmentally appropriate lesson sequences.
- Review all lesson and unit plans before teaching and offer constructive support.
- Provide verbal and/or written feedback using the Professional Experience Evaluation indicators.
- Offer advice on classroom management and broader school procedures.
- Provide varied observation opportunities.



- Discuss assessment and feedback processes.
- Build a collegial, mentoring relationship.
- Support the pre-service teacher's overall professional growth.

## 2.4 The structure of Professional Experience

### 2.4.1 Orientation, Observation and Planning

The orientation, observation, and planning period at the start of each professional experience placement provides pre-service teachers with an introduction to the school and classroom contexts.

#### **During this period pre-service teachers will:**

- Meet school staff and the classes they will teach.
- Work with the supervising teacher/s to plan the initial lessons.
- Begin the structured observations they will continue throughout the professional experience.
- Where possible, these observations could also take in the wider school setting or perhaps involve observation at other levels.
- 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 events such as staff meetings they should attend.
- Assist in the classroom in any way suited to their experience. This may include taking small groups of students or part of a lesson.

*It would be appreciated if schools could prepare a timetable of activities for preservice teachers so that they are aware of their responsibilities while in the school.*



### 3. Concerns regarding pre-service teacher performance

**The School of Education must be notified immediately where the pre-service 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 pre-service teacher the University should be contacted immediately.

In the first instance, contact the PEx Facilitator. In these few cases where host school staff personnel have concerns, it is critical that the process required under the [UQ's Policies and Procedures for Placement](#) is followed.

#### 3.1 Dealing with concerns regarding pre-service 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 pre-service teacher may not be successful the “**At Risk of Failure**” procedure must be followed.

1. Concern Identified A performance or professionalism concern is raised by the supervising teacher, school coordinator or PEx Facilitator.
2. At Risk Meeting (Part A) A meeting is held with the pre-service teacher, school coordinator, supervising teacher and PEx Facilitator. Concerns and required actions are documented on Part A of the At-Risk form and signed by all parties.
3. Support Period The pre-service teacher may meet privately with the PEx Facilitator and is encouraged to complete a reflection and action plan. The PEx Facilitator checks progress with both the school and the pre-service teacher.
4. Improvement Window The pre-service teacher has one week to show satisfactory improvement.
5. Review Meeting (Part B) All parties meet again to assess progress. The school decides whether the pre-service teacher:
  - continues the placement,
  - continues with revised support, or
  - has the placement terminated.



6. Final Documentation The outcome is recorded on Part B of the form and shared with the pre-service teacher, the school and the School of Education.
7. Program Follow-Up The school's decision is communicated to the Director/Course Coordinator, who then advises the pre-service teacher on next steps.



Our 'At Risk of Failure' form can be accessed here: [At Risk of Failure Notification.pdf](#)

## 4. Resources for Professional Experience

### **Supporting pre-service 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 pre-service teachers. The supervising teacher/pre-service teacher relationship has the potential to be mutually beneficial and as such there are several 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 (AITSL).

### **The School of Education (UQ)**

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 APSTs (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.

[UQ School of Education - Professional Experience \(PEX\) - School of Education - University of Queensland](#)

### **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 pre-service teachers' demonstration of the APSTs (Graduate career stage). Through the QCT website there are also other resources available to assist supervising teachers to support and assess pre-service teachers during professional experience placements, and to build knowledge and skills in mentoring.

### **Australian Institute of Teaching and School Leadership (AITSL)**

<http://www.aitsl.edu.au/initial-teacher-education/supervising-pre-service-teachers>



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

The program is relevant to teachers who are supervising a pre-service 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

**Resources for pre-service teachers**

Pre-service teachers have a variety of resources available within UQ to support them during their professional experience.

- **Blackboard:** All course-specific materials are available on the course Blackboard page.
- **Course coordinators:** Provide support for pre-service teachers throughout the PEx course.
- **PEx Facilitators:** Provide practical support and resources during placement.



## 5. Monitoring Pre-service teacher performance

### **To be successful on placement, pre-service teachers are expected to:**

- Demonstrate professional commitment, reflective practice and strong foundational knowledge of curriculum, content, discipline concepts and school policies (including language, literacy and numeracy).
- Create inclusive learning environments that value diversity, treat students equitably and use appropriate strategies to support engagement.
- Work collaboratively with teachers, support staff and other professionals.
- Set and meet personal professional goals and manage responsibilities effectively.
- Plan and communicate clear learning goals, aligned with curriculum frameworks and school programs.
- Use relevant teaching strategies and resources that meet students' learning needs.
- Teach essential literacy, language and numeracy skills required for students to achieve learning outcomes.
- Apply behaviour management and safety policies fairly, consistently and in line with school and system expectations.
- Seek guidance when needed on student learning, behaviour or professional responsibilities.
- Build positive, respectful relationships that support student wellbeing and learning.
- Use time, resources and learning spaces effectively to create a safe, supportive and challenging environment.
- Carry out teaching and non-teaching duties professionally, meeting legal, ethical and policy requirements.
- Engage actively in mentoring, coaching and professional learning opportunities.

### **Providing ongoing feedback on performance:**

The provision of feedback by the supervising teacher is a critical feature of any placement. Feedback can be verbal, written on the copy of the plan submitted for the lesson or on the feedback forms provided. The pre-service teacher should make notes on any feedback given verbally. The acceptance of constructive feedback and the incorporation of advice into subsequent planning is one mark of a reflective beginning teacher.

## 5.1 Professional Experience Reports

Professional Experience reports are provided on the course website and pre-service teachers can access the reports on the Blackboard course.

- Interim reports are completed for longer block placement (e.g. 4+ weeks)
- Final reports are completed for all placements and vary depending on the course.

### 5.1.1 The Final Professional Experience Recommendations Report

In the final week of the professional experience for final year courses, the supervising teacher prepares the Final Professional Experience Recommendations report.

**The link for this report will be found when clicking the course codes hyperlinked in this document.**



**Please note:** *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 and outlined in the interim report when possible.*

The Final Professional Experience Recommendations report is a state-wide evaluation report used to assess Pre-service teachers on their final placement. The goal of this document is to measure the standard that has been achieved by a pre-service teacher at the end of an Initial Teacher Education program, by comparing it against the APSTs Graduate Career Stage. Achieving the Graduate Career Stage illustrates readiness of the pre-service teacher to enter the workplace.

To successfully pass this final practicum, pre-service teachers **MUST** receive ticks for ALL criteria in either the Graduate level (G) or Exceeding Graduate level (E) columns.

If a supervisor believes a pre-service teacher will not meet at least Graduate level for all criteria, the **PEX Facilitator** must be contacted immediately and the “At Risk” of failing process started straight away.

If the supervising teacher has concerns regarding a pre-service teacher’s progress, please contact the relevant PEX Facilitator in the first instance. There will be further opportunity for the school to discuss/moderate a pre-service teacher’s progress when the PEX Facilitator attends the school to observe a lesson.

The Final Professional Experience Recommendations report 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:

1. The pre-service teacher must fill out page 4 of the report prior to the report.
2. Once completed by the supervising teacher, the pre-service teacher signs the report to indicate that they have read it (Section 9 – Signatures).
3. The report is then signed by the supervising teacher (Section 9 - Signatures).



4. The school coordinator AND PEx Facilitator of pre-service teachers must sign Section 8 - Moderation.
5. The pre-service teacher retains an electronic copy.
6. The pre-service teacher must upload the complete copy to Blackboard.
7. The school coordinator retains an electronic copy for the school records.

**The university will not consider the report finalised until it contains the following signatures:**

- ✓ Pre-service teacher
- ✓ Supervising teacher
- ✓ School coordinator
- ✓ PEx Facilitator

## 5.2 The Graduate Teacher Performance Assessment

Final year courses that include the GTPA Assessment component:

EDUC 4625	EDUC 7540
EDUC 4750	EDUC 7625



As part of final-year courses, pre-service teachers complete the Graduate Teacher Performance Assessment (GTPA), which is evaluated solely by the University. The GTPA is a capstone task that integrates academic learning with professional experience, demonstrating how research, theory and practice come together in the final-year of teaching.

Additional details regarding the GTPA is available on the ACU website: <https://graduatetpa.com/>

Pre-service teachers are required to design and manage learning experiences that:

- ✓ develop students' language, literacy and numeracy
- ✓ provide intellectually challenging learning
- ✓ respond to diverse cultural, linguistic, religious and socioeconomic backgrounds
- ✓ include effective assessment and reporting practices

Pre-service teachers are required to demonstrate strong professional relationships within and beyond the classroom that:

- ✓ Support students' social development and participation in safe, supportive learning environments.
- ✓ Foster positive partnerships with families, the community, and professional colleagues.



- ✓ Demonstrate reflective practice and a commitment to ongoing professional learning.

To be successful, pre-service teachers must demonstrate professional values and dispositions appropriate for effective teaching and demonstrate competence across the three domains of APSTs.

**Please see below the requirements for the GTPA:**

***Teaching requirements:***

A minimum of a sustained four-week unit of work in one of the pre-service teacher's teaching areas with the opportunity to conduct an assessment at the end of the unit.

If the summative assessment does not take place outside the placement period, the pre-service teacher can create a formative assessment to use with students at the conclusion of their unit of work. Examples of active teaching: explicit teaching of new content, revision, helping students draft an assignment etc.

The pre-service teachers will need to plan their unit in consultation with the supervising teacher to ensure the four-week unit fits within the placement block period.

***Data collection:***

Please note that all data used within the GTPA is de-identified so that the school and students are not identifiable. We also understand that not all schools are comfortable sharing some of this data. We can work with the pre-service teacher to select data types that the school is comfortable with the pre-service teacher using and will also allow the pre-service teacher to collect the data they need to successfully complete their assignment.

Continuous data collection will take place during the teaching and assessing cycle (formative and summative assessment). Pre-service teachers will need to collect initial data for planning. Examples include:

- NAPLAN data, previous summative assessment results, previous work samples
- Pre-test or diagnostic data (designed by the pre-service teacher)
- Attendance data, behavioural data, student engagement
- Anecdotal data such as discussions with relevant school staff, observations etc.

***Student work samples:***

The pre-service teacher will select three focus students (these focus students are not aware of this) to discuss in the GTPA. The pre-service teacher will need to include a copy of the three focus students' summative work samples (in their entirety) in their GTPA submission. These work samples will be de-identified. Moderation of the three focus students' summative work samples will take place between the pre-service teacher and the supervising teacher.

## 5.3 The Australian Professional Standards for Teachers

All placement reports are assessed against the APSTs each course description below you will find a list of the APSTs assessed. For more information on each of these standards, please click the link below.



[Teacher Standards](#)

## 6. Professional Experience Course Details



Each of the course codes in this section has been created as a hyperlink that will provide you with specific course information and course practicum assessment report links. An outline for the expected teaching load and responsibilities for the pre-service teacher has been included.

### 6.1 Bachelor of Education (Primary)

The Bachelor of Education (Primary) is a four-year undergraduate ITE program that includes courses to provide students with expertise in the Arts, English, Health and Physical Education, Humanities and Social Sciences, Mathematics, Science and Technologies. Upon completion of the degree students will be able to qualify as a teacher from Prep to Grade 6. Students complete 80 days of placement experience across four PEx courses.

For more detail, see the [program and course requirements](#). **Program Director:** Dr Emily Ross

#### 6.1.1 [EDUC1740](#) Introduction to Primary Professional Experience (Semester 1)

This is the first of a suite of four professional experience courses within the Bachelor of Education (Primary) program. This course introduces school life through workshops and school visits. It introduces students to current and long-standing educational trends. It challenges students to explore the foundations of educational practices and how these have been informed and influenced by the media and the public domain. This course includes a **10-day block** of professional experience focused on observation and hands-on classroom assistance.

**APSTs assessed within the placement of this course:**

Professional Knowledge	Professional Practice	Professional Engagement
1.1, 2.1, 2.5	4.2	6.3, 7.1, 7.2

**Teaching load requirements and responsibilities:**

- The first 2 to 3 days are to be observation (i.e., “Hands-on” observation helping the supervising teacher and students).
- During the remaining days, pre-service teachers can start teaching segments of lessons (e.g., 10 mins or 15 mins, half a lesson – this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc.).

- If comfortable with lesson segments, the pre-service teacher can progress to a full lesson.
- Pre-service teachers can be paired together with one supervising teacher.

### 6.1.2 [EDUC2740](#) Primary Professional Experience 1 (Semester 2)

This course provides further insight into school life and teaching through workshops and a **15-day block** professional experience. Observing practice and learning from others provide opportunities for personal development and growth. Therefore, there will be a focus on the continued development of critical observation skills and on an introduction to planning lesson segments and full lessons. Pre-service teachers will be required to critically reflect on their personal teaching philosophy after the professional experience block. This course is developmental and links to Professional Experience 2 (EDUC3750) and 3 (EDUC4750) and is designed to build on and incorporate knowledge developed across Year 1 and 2 of the Bachelor of Education (Primary) program. The structure of this course also provides an opportunity for placement in a rural or global context.

#### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
2.1, 2.2, 2.5, 2.6	3.1, 4.2, 4.3	6.3, 7.1, 7.2

#### Teaching load requirements and responsibilities:

- Week 1: Observation of supervising teacher. Planning teaching activities with supervising teacher. 2 - 3 days of 'hands-on' observations. Assisting with lesson activities.
- Week 2: Active teaching - lesson segment or activity (e.g., 10 - 15min quiz, group activity, discussion, plenary or starter).
- Week 3: Lesson segments continue and progress towards one full lesson.

### 6.1.3 [EDUC3750](#) Primary Professional Experience 2 (Semester 2)

This course provides a further introduction to teaching through workshops and a **25-day block** professional experience. 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 EDUC2740, providing a basis for the subsequent course, EDUC4750. The course will also build on and incorporate knowledge developed across Years 1 to 3 of the Bachelor of Education (Primary) program.

#### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
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, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4	6.3, 7.1, 7.2, if appropriate to PEx context 7.3

### Teaching load and responsibilities:

- Week 1: 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. Commence teaching lesson segments by the end of the week.
- Week 2: Continue segments of lessons progressing towards a full lesson by the end of the week.
- Week 3: Commence sequences of lessons.
- Week 4 – 5: Continue with lesson sequences.
- Pre-service teacher observations continue throughout placement.
- Pre-service teachers do not need to undertake their GTPA data collection in their area of specialisation, but it is recommended that pre-service teachers choose a curriculum area that has multiple teaching opportunities per week.
- E.g., Either Mathematics or English to provide increased teaching time within the four-week GTPA teaching cycle.

### 6.1.4 [EDUC4750](#) - Primary Professional Experience 3 (Semester 2)

This is the culminating professional experience course in the Bachelor of Education (Primary) program and as such the end point is for pre-service teachers to have achieved the APSTs at a Graduate stage.

Becoming a teacher requires commitment and dedication to both lifelong learning and personal autonomy. This **35-day block** of professional experience demonstrates movement along a developmental continuum, in which pre-service teachers increasingly assume the roles and responsibilities of teachers, entering 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. As this course contains a professional experience component in a school, it is permission-listed so that academic, pre-service teacher risk assessment Blue Card status checks can be completed prior to enrolment.

**Please note:** The Professional Experience block for 2026 is 35 days and will change to 30 days from 2027.

#### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
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

As part of this course, pre-service teachers complete the Graduate Teacher Performance Assessment (GTPA) (see page 19 – 21).



### Teaching load and responsibilities:

- Week 1: The first 2 days are for observation and settling into the school environment and context, as well as planning and consulting with supervising teacher(s) for future teaching. Commence teaching lesson segments mid-week and progress towards a full lesson.
- Week 2 – 7: Commence sequences of lessons.
- Observations and reflective practice are to be completed throughout the placement.
- Pre-service teachers should be at 50% of a full-time teaching load which will continue until the end of the placement.
- **Teaching load:** If students and schools agree that they would like to increase this teaching load as the professional experience progresses, UQ is happy to support this. Pre-service teachers do not need to teach more than a 50% teaching load unless this has been negotiated between the Pre-service teacher and the school.
- **Graduate Teacher Performance Assessment (GTPA):** The Teacher Performance Assessment is a mandatory external task that all final-semester Education students in Australia must undertake to graduate. Pre-service teachers must have the opportunity to undertake their GTPA data collection.
- **Pre-service teachers do not need to undertake their GTPA data collection in their area of specialisation**, but it is recommended that pre-service teachers choose a curriculum area that has multiple teaching opportunities per week. E.g., Either Mathematics or English to provide increased teaching time within the four-week GTPA teaching cycle.

## 6.2 Bachelor of Education (Secondary)

The Bachelor of Education (Secondary) dual degree is an undergraduate teacher-preparation program that meets the Queensland College of Teachers' requirements for entry into secondary teaching. This unique dual degree structure allows students to study a Bachelor of Education concurrently with another Bachelor's degree at the University, for example, Bachelor of Arts, Bachelor of Business Management, Bachelor of Mathematics, Bachelor of Music (Honours) or Bachelor of Science. This non-education degree provides students with the specialist knowledge and skills for their teaching area. The structure of the dual degree not only provides the competitive advantage of having two degrees upon completion but also allows students to complete them in less time than if each were studied separately. The dual degree program requires four years of full-time study (or five years for the Bachelor of Music Honours program) and is designed to develop Teachers who will work across the secondary year levels in a variety of school contexts and sectors.

More information on this program is accessible [click here](#) **Program Director:** Professor Ian Hardy

### 6.2.1 [EDUC2630](#) Literacy and Numeracy Across the Curriculum (Semester 1)

This course includes a **10-day block** of professional experience. Literacy and numeracy are essential to students' success in and beyond the classroom. Confident and critical use of language and mathematical knowledge, skills, and dispositions is necessary for their personal enablement, civic participation, and social equity. By providing meaningful opportunities for literacy and numeracy learning across the curriculum, teachers and schools play a significant role in students' development as literate and numerate citizens.

In this course, pre-service teachers will discuss contemporary theories, challenges and possibilities in literacy and numeracy teaching. They will explore and reflect on the nature of literacy and numeracy, including what it means to be literate and numerate in the 21st century, and learn how these general capabilities can be taught explicitly by all teachers in diverse classrooms, using appropriate subject matter expertise and effective pedagogical practices, including professional relationships with parents/carers. They will investigate and respond to literacy and numeracy demands in the curriculum and their teaching areas, with opportunities to critically evaluate relevant teaching strategies and their own task design.

#### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
1.1, 2.5	4.2	7.1, 7.2

#### Teaching load and responsibilities:

- The first 2 to 3 days are to be observation (i.e., "Hands-on" observation helping the supervising teacher and students).
- During the remaining days, pre-service teachers can start teaching segments of lessons (e.g., 10 mins or 15 mins, half a lesson— this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc).
- If comfortable with lesson segments, the pre-service teacher can progress to a full lesson.
- Pre-service teachers can be paired together with one supervising teacher.

## 6.2.2 [EDUC3605](#) Building Professional Knowledge (Semester 2)

This course introduces school and includes a **15-day block** professional experience. Observation of practice will enable the opportunity for personal development and growth and practice in the design and implementation of lessons or segments of lessons will feature. Therefore, the course focuses on the development of planning for lessons and segments of lessons along with the development of observation skills and understanding the importance of communication in a school context.

This course is developmental and will be the basis for the professional experience courses in the Professional Year and therefore must be done in the semester prior to commencement.

### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
2.1, 2.2, 2.5, 2.6	3.1, 4.2, 4.3	6.3, 7.1, 7.2.

### Teaching load and responsibilities:

- Week 1: Observation of supervising teacher. Planning teaching activities with supervising teacher. 2 - 3 days of 'hands-on' observations. Assisting with lesson activities.
- Week 2: Active teaching - lesson segment or activity (e.g., 10 - 15min quiz, group activity, discussion, plenary or starter).
- Week 3: Lesson segments continue and progress towards one full lesson.

## 6.2.3 [EDUC4615](#) Developing Professional Practice 2 Overview (Semester 1)

This course provides a further introduction to the practice of teaching and demonstrates the ongoing importance of creativity, initiative and personal autonomy in teaching. The **25-day block** of professional experience provides opportunities for purposeful, supervised, and insightful experiences to develop pre-service teachers' understandings of themselves as teachers, the students they will teach, the contexts in which they will teach, and the teaching/learning process.

Observation of practice will continue to provide pre-service teachers with opportunities to critically reflect on and improve their own practice. Another feature of the course will be ongoing practice in designing and implementing units/lessons and assessments. This course is developmental and builds on EDUC3605, providing a basis for the subsequent course EDUC4625. The course will also incorporate and apply knowledge and skills developed so far in the Bachelor of Education (Secondary) dual degree program.

### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
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

### Teaching load and requirements:

- Week 1: 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. Commence teaching segments of lessons by the end of the week.
- Week 2: Continue lesson segments progressing towards a full lesson by the end of the week.
- Week 3: Commence sequences of lessons.
- Week 4 – 5: Continue with lesson segments. By the end of the placement, pre-service teachers should be at 50% of a full-time teaching load.
- Pre-service teacher observations continue throughout placement.

### 6.2.4 [EDUC4625](#) Achieving Professional Engagement Overview (Semester 2)

This is the culminating professional experience course in the Bachelor of Education (Secondary) dual degree program and, as such, the end point is for pre-service teachers to have achieved the APSTs at a Graduate stage. This **30-day block** of professional experience demonstrates movement along a developmental continuum, in which pre-service teachers increasingly assume the roles and responsibilities of teachers, entering 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.

#### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
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

As part of this course, pre-service teachers complete the Graduate Teacher Performance Assessment (GTPA) (see pages 19 – 21).

#### Teaching load and responsibilities:

- Week 1: The first 2 days are for observation and settling into the school environment and context, as well as planning and consulting with supervising teacher(s) for future teaching. Commence teaching lesson segments mid-week and progress towards a full lesson.
- Week 2 – 6: Commence sequences of lessons.
- Observations and reflective practice to be completed throughout the placement.
- Pre-service teachers should be at 50% of a full-time teaching load which will continue until the end of the placement.
- **Teaching load:** If pre-service teachers and schools agree that they would like to increase this teaching load as the professional experience progresses, UQ is happy to support



this. Pre-service teachers do not need to teach more than a 50% teaching load unless this has been negotiated between the pre-service teacher and the school.

- **Graduate Teacher Performance Assessment (GTPA):** The Teacher Performance Assessment is a mandatory external task that all final-semester Education students in Australia must undertake to graduate. Pre-service teachers must have the opportunity to undertake their GTPA data collection in one of their teaching areas.



## 6.3 Master of Teaching (Primary)

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 pre-service teachers in this Master of Teaching cohort come from a variety of backgrounds and all are graduates of bachelor's degrees. Some have completed an undergraduate degree directly after completing their schooling and have continued to the Master of Teaching. Others have entered the program with a variety of postgraduate education and work experiences.

More details are provided online for the [Master of Education Primary](#).

### 6.3.1 [EDUC7620](#) Primary Professional Experience 1 (Semester 2)

This course introduces school life during a **10-day block** placement focusing on the development of critical skills for both the observation and planning of lessons, and segments of lessons. Pre-service teachers will be required to critically reflect on their personal teaching philosophy after their first professional experience.

This course is developmental and links to EDUC7670 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.

#### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
1.1, 2.1, 2.2, 2.5, 2.6	3.1, 4.2, 4.3, 4.4	6.3, 7.1, 7.2

#### Teaching load and requirements:

- The first 2 to 3 days are to be observation (i.e., “Hands-on” observation helping the supervising teacher and students).
- During the remaining days, pre-service teachers can start teaching segments of lessons (e.g., 10 mins or 15 mins, half a lesson – this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc.).
- If comfortable with lesson segments, the pre-service teacher can progress to a full lesson.
- Pre-service teachers can be paired together with one supervising teacher.

### 6.3.2 [EDUC7535](#) Primary Professional Experience 2 (Semester 1)

**Please note:** 2026 is the final year EDUC7535 will be offered. From 2027 the second placement course will be EDUC7670.

This course provides a further introduction to teaching through workshops and a **25-day block** professional experience. Observation of practice will be provided to create opportunities to improve

practice. Continued practice in designing and implementing 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 teachers' work. This course is developmental and builds on EDUC7620, 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.

**APSTs assessed within the school placement:**

Professional Knowledge	Professional Practice	Professional Engagement
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, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4	6.3, 7.1, 7.2 , if appropriate to PEx context 7.3

**Teaching load and responsibilities:**

- Week 1: 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. Commence teaching lesson segments by the end of the week.
- Week 2: Continue segments of lessons progressing towards a full lesson by the end of the week.
- Week 3: Commence sequences of lessons.
- Week 4 – 5: Continue with lesson sequences. By the end of the placement, pre-service teachers should be at 50% of a full-time teaching load. Pre-service teacher observations continue throughout placement.

**6.3.3 EDUC7540 Primary Professional Experience 3 – (Semester 2)**

This is the final professional experience course in the Master of Teaching (Primary) program, and as such, the endpoint is for pre-service teachers to have achieved the APSTs at a Graduate stage. This **25-day block** of professional experience demonstrates movement along a developmental continuum, in which pre-service teachers increasingly assume the roles and responsibilities of teachers, entering 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.

**APSTs assessed within the school placement:**

Professional Knowledge	Professional Practice	Professional Engagement
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

As part of this course, pre-service teachers complete the Graduate Teacher Performance Assessment (GTPA) (see pages 19 – 21).



### Teaching load and responsibilities:

- Week 1: The first 2 days are for observation and settling into the school environment and context, as well as planning and consulting with supervising teacher(s) for future teaching. Commence teaching lesson segments mid-week and progress towards a full lesson.
- Week 2 – 5: Commence sequences of lessons. Pre-service teachers should be at 50% of a full-time teaching load which will continue until the end of the placement.
- Observations and reflective practice are to be completed throughout the placement.
- Area of specialisation: All pre-service teachers within the Master of Teaching (Primary) program have an area of specialisation of either English and literacy OR Mathematics and numeracy.

Pre-service teachers must have an opportunity to demonstrate the teaching of their area of specialisation throughout their placement.

Supervising teachers must provide comments on their final report about their performance and ability within this area of specialisation.

- **Teaching load**: Please note that pre-service teachers do not need to teach more than a 50% teaching load unless this has been negotiated between the pre-service teacher and the school. If pre-service teachers and schools agree that they would like to increase this teaching load as the professional experience progresses, UQ is happy to support this.
- **Graduate Teacher Performance Assessment (GTPA)**: The Teacher Performance Assessment is a mandatory external task that all final-semester Education students in Australia must undertake to graduate. Pre-service teachers must have the opportunity to undertake their GTPA data collection in their area of specialisation to meet the GTPA requirements.

## 6.4 Master of Teaching (Secondary)

The Master of Teaching (Secondary) is a postgraduate teacher preparation program meeting the Queensland College of Teachers' requirements for entry into secondary 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 pre-service teachers in this Master of Teaching cohort come from a variety of backgrounds and all are graduates of bachelor's degrees. Some have completed an undergraduate degree directly after completing their schooling and have continued to the Master of Teaching. Others have entered the program with a variety of postgraduate education and work experiences.

More details are provided online for the [Master of Education Secondary](#).

### 6.4.1 [EDUC7605](#) Building Professional Knowledge (Semester 2)

This course introduces school life through workshops and a **10-day block** of professional experience. Teaching is a multifaceted profession, and schools are complex environments shaped by numerous stakeholders in the educational process. Being school-ready is an important first step in the journey to becoming a graduate teacher. The course is designed to generate knowledge and understanding of the school environment, allow pre-service teachers to investigate and analyse the duties and responsibilities of being a teacher, including supporting student health and wellbeing and provide the opportunity to understand the importance of communication within a school context.

A four-week module within the course will focus specifically on building pre-service teachers' health knowledge, and engages with such topics as child protection, community partnerships in health, students' mental health and wellbeing, and maintaining teachers' own health and wellbeing. There will also be a focus on the development of critical skills for both the observation and planning of lessons, and segments of lessons.

Pre-service teachers will be required to critically reflect on their personal teaching philosophy after their first professional experience. This course is developmental and links to EDUC7615 and EDUC7625, providing a basis for these subsequent courses by demonstrating the importance of creativity and initiative in teaching. The course will also build on and apply knowledge developed across the first year of the Master of Teaching (Secondary) program.

#### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
1.1, 2.1, 2.2, 2.5, 2.6	3.1, 4.2, 4.3, 4.4	6.3, 7.1, 7.2

#### Teaching load and requirements:

- The first 2 to 3 days are to be observation (i.e., "Hands-on" observation helping the supervising teacher and students).
- During the remaining days, pre-service teachers can start teaching segments of lessons (e.g., 10 mins or 15 mins, half a lesson– this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc.).
- If comfortable with lesson segments, the pre-service teacher can progress to one full lesson.

### 6.4.2 [EDUC7615](#) - Developing Professional Practice 2 Overview (Semester 1)

This course provides a further introduction to the practice of teaching and demonstrates the ongoing importance of creativity, initiative and personal autonomy in teaching. The **25-day block** of professional experience provides opportunities for purposeful, supervised, and insightful experiences to develop pre-service teachers' understandings of themselves as teachers, the students they will teach, the contexts in which they will teach, and the teaching/learning process. Observation of practice will continue to provide pre-service teachers with opportunities to critically reflect on and improve their own practice. Another feature of the course will be the ongoing practice in the design and implementation of units/lessons and assessments. This course is developmental and builds on EDUC7605 providing a basis for the subsequent course EDUC7625. The course will also incorporate and implement knowledge and skills developed across the Master of Teaching (Secondary).

#### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
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, if appropriate for the PEx context 7.3

#### Teaching load and requirements:

- Week 1: 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. Commence teaching lesson segments by the end of the week.
- Week 2: Continue segments of lessons progressing towards a full lesson by the end of the week.
- Week 3: Commence sequences of lessons.
- Week 4 – 5: Continue with lesson sequences. By the end of the placement, pre-service teachers should be at 50% of a full-time teaching load.
- Pre-service teacher observations continue throughout placement.

### 6.4.3 [EDUC7625](#) Achieving Professional Engagement Overview (Semester 2)

This is the final professional experience course in the Master of Teaching (Secondary), and as such, the endpoint is for pre-service teachers to have achieved the APSTs at a Graduate stage. **This 25-day block** of professional experience demonstrates movement along a developmental continuum, in which pre-service teachers increasingly assume the roles and responsibilities of teachers, entering 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.



**APSTs assessed within the school placement:**

Professional Knowledge	Professional Practice	Professional Engagement
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

As part of this course, pre-service teachers complete the Graduate Teacher Performance Assessment (GTPA) (see pages 19 – 21).

**Teaching load and responsibilities:**

- Week 1: The first 2 days are for observation and settling into the school environment and context, as well as planning and consulting with supervising teacher(s) for future teaching. Commence teaching lesson segments mid-week and progress towards a full lesson.
- Week 2 – 5: Commence sequences of lessons.
- Observations and reflective practice are to be completed throughout the placement.
- Pre-service teachers should be at 50% of a full-time teaching load which will continue until the end of the placement.
- **Teaching load:** If pre-service teachers and schools agree that they would like to increase this teaching load as the professional experience progresses, UQ is happy to support this. Pre-service teachers do not need to teach more than a 50% teaching load unless this has been negotiated between the pre-service teacher and the school.
- **Graduate Teacher Performance Assessment (GTPA):** The Teacher Performance Assessment is a mandatory external task that all final-semester Education students in Australia must undertake to graduate. Pre-service teachers must have the opportunity to undertake their GTPA data collection in one of their teaching areas.

## 6.5 Master of Teaching (Primary) Turn to Teaching (TTT)

### 6.5.1 Master of Teaching (Primary) Turn to Teaching Overview

The Turn to Teaching Internship Program is a postgraduate teacher preparation program meeting the Queensland College of Teachers requirements for entry into primary teaching. The two-year program involves one year of full-time study and consists of periods of on-campus lectures, tutorials and workshops, alternated with blocks of professional placements in schools. The second year is a paid teaching internship with a reduced teaching load (50% teaching load) to allow for the completion of relevant coursework. The pre-service teachers in this Master of Teaching - Turn to Teaching cohort come from a variety of backgrounds, and all are graduates of bachelor's degrees. Some have completed an undergraduate degree directly after completing their schooling and have continued to the Master of Teaching (Primary) Turn to Teaching program. Others have entered the program with a variety of postgraduate education and industry work experiences.

### 6.5.2 [EDUC7670](#) (TTT) Promoting Positive Student Behaviour & Wellbeing (Semester 1)

This course provides pre-service teachers an opportunity to explore, practise, and reflect on a range of research-informed, effective pedagogical strategies for supporting student behaviour and promoting teacher and student wellbeing. Current research will be used to critique policies, frameworks, and practices used by schools to create and sustain positive learning environments. Pre-service teachers will be provided with an opportunity to examine how to establish and enhance classroom climate, strategies to support student connectedness and engagement, and evidence-based and culturally responsive approaches to respond to and de-escalate student behaviour. Pre-service teachers will also be given an opportunity to explore multi-tiered systems of support including universal practices that work at the whole-school and classroom level, as well as targeted and intensive approaches that are effective for students who require additional support. Further, there will be a focus on building strong, ethical, equitable, and respectful relationships with students, parents, and colleagues.

This course includes a **15-day block** of professional experience. Observation of practice and the design and implementation of lesson segments and full lessons will be a feature of this placement.

#### ASPTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
2.1, 2.2, 2.5, 2.6	3.1, 4.2, 4.3	6.3, 7.1, 7.2

#### Teaching load and responsibilities:

- Week 1: Observation of supervising teacher. Planning teaching activities with supervising teacher. 2 - 3 days of "hands-on" observations. Assisting with lesson activities.
- Week 2: Active teaching - lesson segment or activity (e.g., 10 - 15 min quiz, group activity, discussion, plenary or starter). Start of the week begin to teach segments.
- Week 3: Lesson segments continue and progress towards a full lesson. Full lesson by mid-week, aim for 2 full lessons.

### 6.5.3 [EDUC7620](#) (TTT) Primary Professional Experience 2 (Semester 2)

This course is part of a suite of Literacy and English courses in the Master of Teaching (Primary) degree. It aims to develop pre-service teachers' knowledge and understanding of the essential elements of reading that should be taught in early, middle, and upper primary school contexts, including phonological awareness, phonics, comprehension, vocabulary, and fluency. Pre-service teachers will apply this knowledge through the analysis and synthesis of contemporary theories of reading, culminating in the creation of a reading instruction resource portfolio. The course includes a **20-day block** of professional experience.

The course also aims to develop students' understanding of and skills in planning for, teaching, and assessing reading lessons. Application of knowledge and skills will be demonstrated through the design of early and upper primary reading lesson and assessment plans. The course also teaches important connections between reading, oral language, and spelling, and emphasises how to support the reading development of all students.

#### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
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, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4	6.3, 7.1, 7.2, if appropriate for the PEx context 7.3

#### Teaching load and responsibilities:

- Week 1: Observation of supervising teacher. Planning teaching activities with supervising teacher. 2 - 3 days of "hands-on" observation. Assisting with lesson activities. End of week 1, Lesson segments.
- Week 2: End of week - full lessons.
- Week 3: End of week - Lesson sequence.
- Week 4: Lesson sequence.

### 6.5.4 [EDUC7540](#) (TTT) Primary Professional Experience 3 (Semester 2)

This is the final professional experience course in the Master of Teaching (Primary) Turn to Teaching program and as such the end point is for pre-service teachers to have achieved the APSTs at a Graduate stage.

This **25-day block** of professional experience demonstrates movement along a developmental continuum, in which pre-service teachers increasingly assume the roles and responsibilities of teachers, entering 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.



**APSTs assessed within the school placement:**

Professional Knowledge	Professional Practice	Professional Engagement
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

**Teaching load and responsibilities:**

- Week 1: The first 2 days are for observation, planning and consulting with supervising teacher(s) for future teaching. Commence teaching lesson segments mid-week and progress towards a full lesson.
- Week 2 – 5: Commence sequences of lessons.
- Observations and reflective practice are to be completed throughout the placement.
- Pre-service teachers should be at 50% of a full-time teaching load which will continue until the end of the placement.
- **Teaching load:** If pre-service teachers and schools agree that they would like to increase this teaching load as the professional experience progresses, UQ is happy to support this. Pre-service teachers do not need to teach more than a 50% teaching load unless this has been negotiated between the pre-service teacher and the school.
- **Graduate Teacher Performance Assessment (GTPA):** The Teacher Performance Assessment is a mandatory external task that all final-semester Education students in Australia must undertake to graduate. Pre-service teachers must have the opportunity to undertake their GTPA data collection in one of their teaching areas.

## 6.6 Master of Teaching (Secondary) Turn to Teaching (TTT)

### 6.6.1 Master of Teaching (Secondary) Turn to Teaching Overview

The Turn to Teaching Internship Program is a postgraduate teacher preparation program meeting the Queensland College of Teachers' requirements for entry into secondary teaching. The two-year program involves one year of full-time study and consists of periods of on-campus lectures, tutorials and workshops, alternated with blocks of professional placements in schools.

The second year is a paid teaching internship with a reduced teaching load (50%) to allow time for the completion of relevant coursework. The pre-service teachers in this Master of Teaching - Turn to Teaching cohort come from a variety of backgrounds, and all are bachelor's degree graduates. Some have completed an undergraduate degree directly after completing their schooling and have continued to the Master of Teaching (Secondary) Turn to Teaching program. Others have entered the program with a variety of postgraduate education and industry work experiences.

### 6.6.2 [EDUC7605](#) (TTT) Building Professional Knowledge (Semester 1)

This course introduces school life through workshops and a **15-day block** of professional experience. Being school-ready is an important first step in the journey to becoming a graduate teacher. The course is designed to generate knowledge and understanding of the school environment, allow pre-service teachers to investigate and analyse the duties and responsibilities of being a teacher, including supporting student health and wellbeing and provide the opportunity to understand the importance of communication within a school context. A four-week module within the course will focus specifically on building pre-service teachers' health knowledge, and engage with such topics as child protection, community partnerships in health, students' mental health and wellbeing, and maintaining teachers' own health and wellbeing. There will also be a focus on the development of critical skills for both the observation and planning of lessons and segments of lessons. Pre-service teachers will be required to critically reflect on their personal teaching philosophy after their first professional experience.

This course is developmental and links to EDUC7615 and EDUC7625, providing a basis for these subsequent courses by demonstrating the importance of creativity and initiative in teaching. The course will also build on and apply knowledge developed across the first year of the Master of Teaching (Secondary) program.

#### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
1.1, 2.1, 2.2, 2.5, 2.6	3.1, 4.2, 4.3, 4.4	6.3, 7.1, 7.2

#### Teaching load and responsibilities:

- Week 1: Observation of supervising teacher. Planning teaching activities with supervising teacher. 2 - 3 days of "hands-on" observations. Assisting with lesson activities.
- Week 2: Active teaching - lesson segment or activity (e.g., 10 - 15min quiz, group activity, discussion, plenary or starter). Start of the week begin to teach segments.
- Week 3: Lesson segments continue and progress towards a full lesson. Full lesson mid-week. Aim for 2 full lessons.

### 6.6.3 [EDUC7615](#) (TTT) Developing Professional Practice (Semester 2)

Through a **20-day block** of professional experience, this course provides a further introduction to the practice of teaching and demonstrates the ongoing importance of creativity, initiative and personal autonomy in teaching. The professional experience provides opportunities for purposeful and insightful supervised experiences to develop pre-service teachers' understandings of themselves as teachers, the students they will teach, the contexts in which they will teach and the teaching/learning process. Observation of practice will continue to provide pre-service teachers with opportunities to critically reflect on and improve their own practice.

Another feature of the course will be ongoing practice in designing and implementing units/lessons and assessments. This course is developmental and builds on EDUC7605, providing a basis for the subsequent course EDUC7625

#### APSTs assessed within the school placement:

Professional Knowledge	Professional Practice	Professional Engagement
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, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4	6.3, 7.1, 7.2, if suitable for PEx context 7.3

#### Teaching load and responsibilities:

- Week 1: Observation of supervising teacher. Planning teaching activities with the supervising teacher. 2 - 3 days of "hands-on" observation. Assisting lesson activities. End of week 1, Lesson segments.
- Week 2: End of week - full lessons.
- Week 3: End of week - Lesson sequence.
- Week 4: Lesson sequence.

### 6.6.4 [EDUC7625](#) (TTT) Achieving Professional Engagement (Semester 2)

This is the culminating professional experience course in the Master of Teaching (Secondary) Turn to Teaching program, and as such, the endpoint is for pre-service teachers to have achieved the APSTs at a Graduate stage. This **25-day block** of professional experience demonstrates movement along a developmental continuum, in which pre-service teachers increasingly assume the roles and responsibilities of teachers, entering 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.

As part of this course, pre-service teachers complete the Graduate Teacher Performance Assessment (GTPA) (see pages 19 – 21).



**APSTs assessed within the school placement:**

Professional Knowledge	Professional Practice	Professional Engagement
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

**Teaching load and responsibilities:**

- Week 1: The first 2 days are for observation, planning and consulting with supervising teacher(s) for future teaching. Commence teaching lesson segments mid-week and progress towards a full lesson.
- Week 2 – 5: Commence sequences of lessons.
- Observations and reflective practice are to be completed throughout the placement.
- Pre-service teachers should be at 50% of a full-time teaching load which will continue until the end of the placement.
- **Teaching load:** If pre-service teachers and schools agree that they would like to increase this teaching load as the professional experience progresses, UQ is happy to support this. Pre-service teachers do not need to teach more than a 50% teaching load unless this has been negotiated between the pre-service teacher and the school.
- **Graduate Teacher Performance Assessment (GTPA):** The Teacher Performance Assessment is a mandatory external task that all final-semester Education students in Australia must undertake to graduate. Pre-service teachers must have the opportunity to undertake their GTPA data collection in one of their teaching areas.



## 7. References and Links

AITSL – Australian Professional Experience Guidelines

<https://www.aitsl.edu.au/prepare-to-be-a-teacher/prepare-for-practice/australian-professional-experience-guidelines>

AITSL – Australian Professional Standards for Teachers: Graduate

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

Queensland College of Teachers - The Queensland Professional Experience Reporting Framework

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

University of Queensland  
Policies and Procedures for Professional Experience

<https://education.uq.edu.au/files/21185/School%20of%20Education%20Policies%20and%20Procedures%202026.pdf>

University of Queensland  
Graduate Statement and Graduate Attributes Policy

<https://policies.uq.edu.au/document/view-current.php?id=155>