Summary of Important Dates

Dual Programs
Bachelor of Education (MYS)
Bachelor of Education (Secondary)

Date	Event	Handbook Reference
2015		
7 December 2015	2016 Timetable release and enrolment opens	Section 4
2016		
12 January	Due date to enroll in Semester 1 and 2 courses	Section 4.3
17 - 20 February	Professional Foundations Program runs for three days during this week Sign on for courses opens this week	**Compulsory**. Section 3.1
23 February	Semester 1 classes commences	

CHECKLIST FOR GETTING STARTED

- ☐ Put the commencement date in your calendar including PFP
- ☐ Check your Blue Card expiry date
- ☐ Enrolled in the available six courses for semester 1 and semester 2

You will be able to add the seventh course after receiving an email saying that you have permission to enroll in EDUC4710. You will not receive this email until February and only then if you have completed the Blue Card, Risk Assessment, enrolment and registration requirements.

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1. GOALS AND PHILOSOPHY

The University of Queensland Bachelor of Education program aims to develop, educate and sustain secondary and middle years of schooling (MYS) teachers who can contribute innovatively and creatively to addressing the educational challenges of social, community and technological change.

Three major themes run across the programs:

- **Understanding difference:** critically engaging with the various forms of student, community, cultural, linguistic and gender difference, including special needs clientele.
- **Understanding education contexts:** critically engaging with the dynamic community, economic, global, national and virtual contexts which influence and mediate the practices of education.
- **Understanding teaching as a dynamic and changing form of professional and intellectual work:** critically engaging with the increasing technological, industrial and intellectual complexity of teaching as work.

2. ENTRY INTO THE PROFESSIONAL YEAR

2.1 ELIGIBILITY

To meet the eligibility requirements for the next part of your program, you must have:

- Completed the requirements of the non-Education program (BMgmt, BA, BSc, BCrArts, BMus);
- Met the prerequisite requirements for your chosen specialist teaching areas;
- Have completed the Part A requirements of the Bachelor of Education degree;
- Completed Professional Year registration

2.2 INTERVIEWS (SECONDARY ONLY)

Students who have a language other than English as a teaching area will **not** be required to attend an interview in 2015 for 2016 professional year entry. However, you will be required to demonstrate your language skills in the first week of classes. Keep practising!

3. PROFESSIONAL YEAR COMPONENTS

The Professional Year develops professional expertise required for teaching. It consists of three components:

1. Professional Foundations Program;
2. Lectures, workshops and tutorials; and
3. Professional Experience Program

3.1 PROFESSIONAL FOUNDATIONS PROGRAM

The *Professional Foundations Program* provides forums and presentations from - and interaction with - experienced teachers, potential Queensland employers and relevant stakeholders and serves as an induction into the teaching profession. This program also provides information on program requirements and professional experience placement procedures, and an opportunity to meet the program director and course coordinators. It provides information about the varied employment options within the field of education. The date for this compulsory event can be found on the '*Summary of Important Dates*'. Details of the program, including times and venues, will be posted on the School of Education website in the first week of February.

3.2 LECTURES, WORKSHOPS AND TUTORIALS

Typically, you can expect up to 18 hours per week contact time between 8am and 8pm, Monday to Friday. Lectures are offered only once during the week, although tutorials and workshops in some courses may be offered more than once a week.
Lecture and tutorial timetable details will be available to students in December.

3.3 PROFESSIONAL EXPERIENCE PROGRAM

The Professional Experience Program is designed to facilitate the transition from pre-service teacher to beginning teacher. The program is closely linked to the on-campus courses.

Introductory Professional Experience (1 week)

Supervised Professional Experience 1 (7 weeks)
The first week of Professional Experience in EDUC4710 provides the opportunity to orientate yourself to school culture and student learning experiences through observation. This helps you to:

- **Gain insight into the functioning of schools and the ways in which students negotiate those settings;**
- **Gain an awareness of students' interests, their expectations and aspirations, their patterns of thinking, their ways of learning and their language use.**

The supervised professional experience in EDUC4710 provides:

- Opportunities and encounters with classroom activities which will allow you, as a beginning teacher, to cope successfully by learning in the workplace with skilled practitioners; and
- Experiences which help give meaning to a variety of terms and propositions about students, teaching, learning and education.

Supervised Professional Experience 2 (8 weeks)
The supervised professional experience of EDUC4715 aims to:

- Increase your autonomous decision-making as a beginning teacher;
- Enhance your ability to theorise and justify your professional practice; and
- Increase your skills and knowledge for teaching.

More information on the professional experience is offered in section 5, Professional Experience Program.

3.4 MEETING QUEENSLAND COLLEGE OF TEACHERS REGISTRATION REQUIREMENTS

The Professional Experience Program has been developed around the Australian Professional Standards for Teachers at graduate level. The program offered across the two professional experience courses provides the opportunity for pre-service teachers to demonstrate competence across the seven standards.

Therefore:

1. The teaching/learning approach centres on the progressive development of the understanding, skills and values set out in the Australian Professional Standards for teachers documents;
2. Emphasis is placed on the three key facets or dimensions of teachers' work – Professional Knowledge, Professional Practice and Professional Engagement
3. All seven standards are addressed at appropriate times through the year and across your coursework.

4. PROFESSIONAL YEAR STRUCTURE

4.1 SECONDARY

The Secondary Professional Year consists of 16 units (#16). You will study three compulsory courses. The remaining five courses are a combination of Curriculum Foundation, Specialist Teaching Area and/or Elective courses. Curriculum Foundation courses cover the essential learnings and relevant Australian Curriculum for Year 7 – 10, and Specialist Teaching Area courses cover the syllabus documents for Years 11 – 12.

Compulsory (#2 each)	**Teaching Area (#2 each)**
Semester 1 EDUC4710 Introduction to Professional Practice **Semester 2** EDUC4715 Professional Practice **Semester 1 and 2 (Year-long)** EDUC4700 Teachers as Researchers	5 courses determined by the student's teaching area/s and selected from the Curriculum Foundation, Specialist Teaching area and/or Elective course lists. Each course is taught over two semesters to allow students the opportunity to incorporate their professional experience into their study. The full list of courses is on page 5.

4.1.1 ELECTIVES

You may be able to complete one or two electives, depending on your teaching areas. Please check your Registration Email for details. Information about each of the electives is available at www.uq.edu.au/study.

4.1.2 AVAILABLE COURSES

Compulsory (#2 each)

Semester 1

EDUC4710	Introduction to Professional Practice

Semester 2

EDUC4715	Professional Practice

Semester 1 and 2 (Year-long)

EDUC4700	Teachers as Researchers

Curriculum Foundation (#2 each)

Year Long Courses

EDUC6700	Business: Curriculum Foundations
EDUC6705	English: Curriculum Foundations
EDUC6720	Languages: Curriculum Foundations
EDUC6725	Mathematics: Curriculum Foundations
EDUC6730	Music: Curriculum Foundations
EDUC6735	Science: Curriculum Foundations
EDUC6745	Humanities and Social Education: Curriculum Foundations

Electives (#2 each)

Year Long Courses

EDUC6530	MYS Curriculum: English
EDUC6545	MYS Curriculum: Mathematics
EDUC6550	MYS Curriculum: Science
EDUC6555	MYS Curriculum: Social Education
EDUC6625	World Religions in Youth Cultures
EDUC6635	New Developments in MYS
EDUC6650	Introduction to Career Development: Assisting Students Build Careers

Specialist Teaching Area (#2 each)

Year Long Courses

EDUC6755[1]	Accounting: Specialist Teaching Area
EDUC6760[8]	Agriculture: Specialist Teaching Area
EDUC6765[5]	Asian Languages: Specialist Teaching Area
EDUC6770[8]	Biology: Specialist Teaching Area
EDUC6775[1]	Business Management & BCT: Specialist Teaching Area
EDUC6780[8]	Chemistry: Specialist Teaching Area
EDUC6785	Drama: Specialist Teaching Area
EDUC6790	Economics: Specialist Teaching Area
EDUC6795[2]	English: Specialist Teaching Area
EDUC6800	English as a Second Language: Specialist Teaching Area
EDUC6805[5]	European Languages: Specialist Teaching Area
EDUC6810[10]	Geography: Specialist Teaching Area
EDUC6820[10]	History: Specialist Teaching Area
EDUC6830[4]	Information Processing and Technology: Specialist Teaching Area
EDUC6835	Legal Studies: Specialist Teaching Area
EDUC6840[6]	Mathematics: Specialist Teaching Area
EDUC6841[6]	Mathematics A: Specialist Teaching Area
EDUC6845	Film, Television and New Media: Specialist Teaching Area
EDUC6850[7]	Music: Specialist Teaching Area
EDUC6851[7]	Music Choral: Specialist Teaching Area
EDUC6852[7]	Music Instrumental: Specialist Teaching Area
EDUC6855[8]	Physics: Specialist Teaching Area
EDUC6860[8]	Science 21 and Earth and Environment Science:
EDUC6865	Learning Support: Specialist Teaching Area
EDUC6870	Supervised Project: Specialist Teaching Area (Languages Only)
EDUC6875	Aboriginal & Torres Strait Islander Studies: Specialist Teaching Area
EDUC6880	Study of Religion: Specialist Teaching Area
EDUC6885	Study of Society: Specialist Teaching Area
EDUC6890	Tourism Studies: Specialist Teaching Area

Co-requisites

[1] Business: Curriculum Foundations
[2] English: Curriculum Foundations
[4] Information Technology: Curriculum Foundations
[5] Languages: Curriculum Foundations
[6] Mathematics: Curriculum Foundations
[7] Music: Curriculum Foundations
[8] Science: Curriculum Foundations
[10] Social Education: Curriculum Foundations

4.2 MIDDLE YEARS OF SCHOOLING

The Middle Years of Schooling Professional Year consists of #16 units.

Courses (#2 each)		Courses (#2 each)	
Semester 1		**Semester 1**	
EDUC4700	Teachers as Researchers	EDUC6530	MYS Curriculum: English
EDUC4710	Introduction to Professional Practice	EDUC6545	MYS Curriculum: Mathematics
EDUC6635	New Developments in MYS	EDUC6550	MYS Curriculum: Science
		EDUC6555	MYS Curriculum: Social Education
Semester 2			
EDUC4700	Teachers as Researchers	**Semester 2**	
EDUC4715	Professional Practice	EDUC6530	MYS Curriculum: English
EDUC6635	New Developments in MYS	EDUC6545	MYS Curriculum: Mathematics
		EDUC6550	MYS Curriculum: Science
		EDUC6555	MYS Curriculum: Social Education

4.3 COMPLETING YOUR ENROLMENT

You are required to enrol in your courses by the due date (see enclosed '*Summary of Important Dates*').
If you are in the **Bachelor of Education (Secondary)** you must enrol in the courses listed on your Registration Letter. These courses have been selected for you based on your academic history. Should you be able to provide further evidence of academic studies that would support a change of teaching area, please contact the School of Education. You are not permitted to change teaching areas without appropriate approval. If you are in the **Bachelor of Education (Middle Years of Schooling)** you must enrol in the courses listed as per the schedule above.

As many courses are year-long, it is advisable that you enrol in both semester one and semester two at the beginning of the year.

Sign on for tutorials and workshops will be completed electronically in the week preceding the commencement of lectures. You will receive more information about this process during the *Professional Foundations Program*.

4.4 ATTENDANCE POLICY

The Bachelor of Education represents professional preparation in which you acquire the educational knowledge and skills deemed necessary for beginning teachers. Our attendance policy reflects the School of Education's responsibility to you as a Bachelor of Education student, and also to other members of the educational community, notably school students, school staff, employers and the Queensland College of Teachers.

This part of your program is full-time. In certain circumstances and with the approval of the Program Director, it may be taken over two consecutive years. However, there are no separate lectures for part-time students, so it is necessary to be substantially free during the day to undertake scheduled classes and block professional experience. Professional experience must be completed full-time and blocks cannot be split. Part-time students will complete these courses in their second year.

You are required to attend all of the commitments both on campus and professional experience.

Attendance times at University are governed by your timetable. Attendance times for the professional experience are defined by the school at which you have been placed. As a guideline you should expect to be at the school between 8am and 4pm or as otherwise required by the placement school administration.

Students who do not meet the attendance requirements as set out in the course profile for each of their courses may not be permitted to attend the professional experience. Students who do not meet the attendance requirements of their professional experience, may have their professional experience cancelled and a failing grade awarded.

5. PROFESSIONAL EXPERIENCE PROGRAM

5.1 PLACEMENT ELIGIBILITY

REGISTRATION

To register for the Professional Year, you must complete the on-line registration form. You should have already completed this. If not, you will be required to provide information that School of Education Placement Officers will use to determine your placement. The registration form is located at www.uq.edu.au/education/professional-year-registration and must be completed immediately. Send an email to prac@uq.edu.au so that we know that you have registered.

After checks of academic progress are completed by the various Faculties you will receive a Registration Email with details of any conditions that still need to be met and the courses in which you are to enrol during the Professional Year. You are strongly advised to keep this email for future reference. A final check of grades will be completed after grade release in late November.

BLUE CARD

You must have a current 'Blue Card' before attending a professional experience placement in any school.

If you do not have a current 'Blue Card' that will remain valid for the time of the professional experience:

1. Collect an application/renewal form from the School of Education Enquiries Office or download it from the School of Education website at http://www.uq.edu.au/education/blue-card-information-for-students.
2. Take the completed form with two pieces of identification (as set out on page 3 of the application form) to the School of Education Enquiries Office.
3. A member of the School of Education staff will complete the Identification Check before sending the form to the Commission.
4. Your 'Blue Card' will be sent to the postal address on the application form.
5. At the time that the card is issued, the Commission sends a letter to the School of Education regarding the status of your 'Blue Card'.

The Commission can take up to 12 weeks to process your application. If the School of Education has not received a letter of confirmation from the Commission in regard to your 'Blue Card' status, you will not be permitted to enrol in your professional experience courses. Inability to complete the professional experience at the set time may result in a postponement of graduation.

Note: If you have applied for/received a 'Blue Card' through an organisation other than the School of Education, you must submit an 'Authorisation to confirm a valid blue card' form. This form is available from the School of Education office or can be downloaded from the School of Education website at http://www.uq.edu.au/education/blue-card-information-for-students. Forms should be submitted to the School of Education office.

PROFESSIONAL EXPERIENCE OH&S RISK ASSESSMENTS

The University of Queensland requires students to complete the Risk Assessment module. Information regarding the Risk Assessment module can be accessed on the School of Education website. You should have already completed this for EDUC2049, EDUC3701 and EDUC2099.

ACADEMIC PROGRESS

The placement is one part of the development of the pre-service teacher. Pre-service teachers will need to demonstrate their commitment to education before being permitted to attend their placement. Academic progress through completed assessment work and participation in all aspects of the coursework will be used to determine if a pre-service teacher may need additional time or support prior to attending or whilst on their placement.

ATTENDANCE

All courses are designed to prepare pre-service teachers for successful outcomes while on placement and therefore attendance at all lectures and tutorials is required. Pre-service teachers who fail to meet attendance requirements, as outlined in the course profiles, may not be eligible to commence the professional experience placement.

The Administration Officer (Placements) must be notified of any absences during the Professional Experience. Extended absences and/or withdrawal from the professional experience must be approved by the Director of Professional Experience and/or the Program Director.

Pre-service teachers who do not successfully complete the required number of days of professional experience will be deemed to have failed the professional experience.

In the event of an unsuccessful professional experience, students may be required to meet with Director of Professional Experience and the Program Director.

If at any time a pre-service teacher's circumstances change with regards to 'good character' (as defined by the Queensland College of Teachers) students are obliged to immediately contact the Director of Professional Experience to arrange a deferment of the professional experience.

5.2 ORGANISATION OF PLACEMENTS

Placements are largely determined by teaching areas and the places offered by schools. Transport arrangements and special needs relating to physical disabilities will also be considered. However, transport arrangements may necessitate travel time being greater than the amount of time you spend commuting to UQ by public transport.

Professional Experience is governed by an industrial agreement and therefore all communication regarding placement organisation must be between the University and Schools' Professional Experience Coordinators. As schools only deal directly with the University, you must not 'cold call' school administration/principals to see if they can give you a place.

If previous contact or professional experience with schools has resulted in an offer of a place being made to you may make contact with the teacher to see they are still interested.

If they are willing you should contact the Professional Experience Placement Officer at the School of Education who will negotiate that place with the School's Professional Experience Coordinator.

There is no guarantee that you will receive a placement with that teacher or at that school as the final decision will be made by that school's Coordinator.

5.3 PLACEMENTS IN OUTER BRISBANE DISTRICTS

The School of Education encourages pre-service teachers to consider a placement in the outer Brisbane districts of West of Ipswich (e.g. Laidley, Rosewood); Caboolture (e.g. Caboolture, Deception Bay); Bayside (e.g. Wellington Point, Victoria Point); and Logan-Albert (e.g. Beenleigh). Due to their locality these districts attract limited placement requests from pre-service teachers but schools are willing to mentor pre-service teachers during their professional experience.

Pre-service teachers who meet the selection criteria may be eligible for financial assistance during the professional experience undertaken in rural or remote areas. The School of Education is able to offer a limited number of scholarships up to $50 a week. The number of recipients, the value of the assistance and the determination of pre-service teacher priority is at the discretion of the School of Education.

5.4 PLACEMENTS IN ALTERNATIVE CURRICULUM SCHOOLS

Pre-service teachers are encouraged to consider placements in schools which present alternative curricula. Pre-service teachers with specific skills/experiences or career interests in this area should briefly outline their request in the 'Special Consideration' section of the Registration form. Pre-service teachers are only able to attend these settings for one of their Professional Experience placements (usually the first).
Examples of such settings include:

- Albert Park Flexible Learning Centre
- Brisbane Youth Education and Training Centre
- Centre Education Kingston
- Positive Learning Centres (Ed Qld)
- Mater Children's Hospital School
- Southside Education

Pre-service teachers should investigate these settings on the web before requesting a placement.

5.4 PROFESSIONAL EXPERIENCE PLACEMENT REGISTRATION

The Professional Year registration gives you the opportunity to provide information relevant to your professional experience placement including location, transport arrangements, and conflict of interests (see section 5.6).

While every effort is made to secure a placement within a reasonable travelling time to your semester address as recorded in my SI-net, this may not be possible.

5.5 NOTIFICATION OF PLACEMENT

For metropolitan placements notification is generally in the week prior to the commencement of the professional experience period. Pre-service teachers with placements at rural or remote schools are contacted as soon as the information is available to allow time for the arrangement of travel and accommodation.

You must contact the placement school prior to the commencement of the professional experience to confirm details and arrangements. Contact names and details are provided on the Blackboard site relating to the professional experience course. A Professional Experience Handbook will be available to you before the commencement of the placement.

5.6 POLICY AND GUIDELINES FOR PROFESSIONAL EXPERIENCE PLACEMENT ALLOCATION

The School of Education is committed to providing equitable, quality professional experience placements for its pre-service teachers. The following policies and guidelines should be read in conjunction with the UQ Policy and Procedures Library – 3.10.04 Placement Courses. https://ppl.app.uq.edu.au/content/3.10.04-placement-courses.

The School of Education ensures that students learn to work with a wide range of learners. This is achieved through the following policies and guidelines:

a. Pre-service teachers will be placed in a school setting where they will experience a range of teaching/learning activities.
b. Placements can only be arranged by the School of Education Administration Officer (Placements). Pre-service teachers and members of their family must not, under any circumstances, organise their own placement.
c. Pre-service teachers are required to submit their professional experience registration on time.
d. Pre-service teachers will not be placed in a school in which a conflict of interest occurs.
   The School of Education interprets that 'conflict of interest' may arise from a number of conditions including family members enrolled or on staff or paid employment. Failure to notify the School of Education of a conflict of interest may jeopardise the placement.
e. The Director of Professional Experience must be informed in advance of any medical, psychological, psychiatric or physical condition that may impact on the pre-service teacher's performance. Such notification will be treated in confidence and will be used to determine appropriate support (Privacy Policy at https://ppl.app.uq.edu.au/content/1.60.02-privacy-management).
f. Pre-service teachers may request special consideration for placement. Employment commitments are not considered grounds for special consideration.
g. Should a change to the status of a student's Blue Card occur the student must contact the Director of Professional Experience.
h. Once a placement has been confirmed, no changes will be permitted, except in exceptional circumstances and with the approval of the Director of Professional Experience
i. Any changes to address or conflict of interest circumstances must be submitted in writing to the Administration Officer (Placements) at prac@uq.edu.au.

6. KEEPING IN CONTACT

www.uq.edu.au/education should be your first point of call when you have any questions about your program and events.

It is most important that you update your contact details in mySI-net. We rely on the information that you provide to contact you throughout the year. It is your responsibility to keep this information up-to-date, especially when you are on professional experience. The usual method of contacting you is via your student email address. Please check this account regularly.

7. GRADUATING FROM THE BACHELOR OF EDUCATION

7.1 GRADES

To obtain a pass in a course within the Bachelor of Education single or dual degree, you must achieve at least a grade of P or 4. To obtain a passing grade in all courses, you are required to satisfactorily complete all prescribed activities including attendance at, and contributions to: lectures; seminars and tutorials; performance of laboratory, field and practical work; completion of assignments; and satisfactory passing of examinations.

7.2 GRADUATION CEREMONY

The graduation ceremony takes place in December. This enables you to graduate together before taking up teaching positions.

Graduations are organised by the University of Queensland Graduations Office. If you are eligible for graduation you will be contacted by the Graduation Office with details of the ceremony, after grades have been finalised. For additional information visit: www.uq.edu.au/graduations.

7.3 GRADUATE OUTCOMES

Professional Knowledge

Graduates will:

- Possess broad, deep, critical and current knowledge and understanding of the academic discipline from which their subject content is derived;
- Possess broad, deep, critical and current knowledge and understanding of the students they will teach, recognising the influence of cultural, developmental, gender and other contextual factors on students' learning;
- Possess broad, deep, critical and current knowledge and understanding of the educational basis and role of assessment in teaching;
- Possess broad, deep, critical and current knowledge and understanding of contemporary educational issues and debates;
- Demonstrate a high level of proficiency in their own oral and written language, and numeracy ability;
- Be proficient in the use of new technologies in learning environments and in their professional working lives;
- Gain knowledge of how students learn within curriculum areas including an understanding of multi-literacies within this curriculum area.

Professional Practice

Graduates will:

- Plan purposeful and coherent learning programs to achieve specified student learning outcomes that align curriculum, pedagogy and assessment and that are socially just and inclusive;
- Create and maintain learning environments that: maximise every students' learning opportunities recognising their diverse language and socio-cultural realities and diverse abilities and interests; foster independent and cooperative learning; incorporate a broad and flexible repertoire of teaching strategies; engage learners actively in developing knowledge; are intellectually challenging; develop purposeful and productive dialogue; develop critical inquiry; are emotionally supportive and physically safe; and connect with the world beyond school;
- Use a range of strategies consistent with learning goals to monitor and assess student progress;
- Maintain ongoing, informative records of student learning outcomes;
- Provide constructive, purposeful and timely feedback to students, their care givers, and to school authorities as required.

Professional Engagement

Graduates will:

- Demonstrate a commitment to reflective practice and to improving their teaching;
- Be committed to ongoing professional learning;
- Demonstrate active professional involvement in the school, the profession and wider communities;
- Demonstrate ethical and socially just professional practice;
- Operate within the framework of the law and regulation;
- Work collegially within school communities and wider learning communities.

7.4 TEACHER REGISTRATION

Anyone who wishes to teach in Queensland schools must be registered with the Queensland College of Teachers. Upon graduation from the Bachelor of Education program, graduates are eligible to apply for registration with the Queensland College of Teachers. Further information is available on the Queensland College of Teachers website: http://www.qct.edu.au/

The University will send a list of names of students to the Queensland College of Teachers once grades and eligibility to graduate have been confirmed.

7.5 EMPLOYMENT OPPORTUNITIES

The School of Education and the Queensland College of Teachers are not employing authorities. The School of Education provides you with information on employment opportunities from various local, national and international employing authorities during *Professional Foundations Program*. Also, information on employment opportunities is regularly distributed through UQ Career Hub. Students are strongly advised to register their details on Career Hub at: www.careerhub.uq.edu.au

Information concerning teacher employment in Queensland can be obtained from the various employing authorities including:

- Education Queensland http://education.qld.gov.au/hr/recruitment/
- Catholic Education Office http://www.bne.catholic.edu.au/
- Association of Independent Schools of Queensland http://www.aisq.qld.edu.au/

Please note: You may receive an offer of contract employment for term four from your professional experience school. However, you have coursework commitments at the University during term four that you are expected to attend and complete. You will be unable to gain teacher registration until all coursework and professional experience is complete and graduation is confirmed.

8. SCHOOL OF EDUCATION CONTACTS

By mail:
School of Education
The University of Queensland
St Lucia Qld 4072

In person:
Level 4
Social Sciences Building (#24)
St Lucia Campus

By phone:
Phone: +61 7 3365 6550
Facsimile: +61 7 3365 7199

By email:
education@uq.edu.au

Website:
www.uq.edu.au/education